



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

TX 428.26.T179a BK.1

Tarbell, H. S.

Lessons in language and grammar /

Stanford University Libraries



3 6105 04925 7459

Tarbell's Lessons in

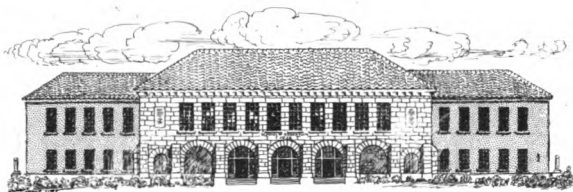
# LANGUAGE AND GRAMMAR

BOOK I

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY



Digitized by Google




SCHOOL OF EDUCATION  
LIBRARY

TEXTBOOK COLLECTION  
GIFT OF  
THE PUBLISHERS



STANFORD UNIVERSITY  
LIBRARIES

The retail price of th

PRESENTED TO *Stanford* LIBRARY  


**SAMPLE COPY**

by GINN & CO., 325 Sansome St.,  
S. F., CAL.



LESSONS  
IN  
LANGUAGE AND GRAMMAR

BOOK I

BY

HORACE S. TARBELL, LL.D.  
SUPERINTENDENT OF SCHOOLS, PROVIDENCE, R.I.

AND

MARTHA TARBELL, PH.D.

DEPARTMENT OF EDUCATION  
~~MASSACHUSETTS~~ STANFORD JUNIOR UNIVERSITY

BOSTON, U.S.A.  
GINN & COMPANY, PUBLISHERS  
The Athenæum Press

1900

599737  
**C**

COPYRIGHT, 1900, BY  
HORACE S. TARBELL

---

ALL RIGHTS RESERVED

## PREFACE.

---

THE series, of which this is the first book, has been prepared in the belief that the best training in the use of language is afforded by a coördination of language lessons and grammar. It is a mistake to require pupils to spend a few years upon language lessons, and then a few years upon grammar. The two subjects should be pursued as one study, and those parts that help each other most should be brought together every week in lessons and exercises.

To study language as an art without knowing at the same time something of grammar as a science, is to follow a process purely empirical, and to deprive the teacher of a vocabulary with which to communicate his suggestions to the pupil. The study of grammar without practice in expression is, for the young, dry and unfruitful. Its results at best are those of logic and not of rhetoric.

To enable teachers to devote conveniently the desired amount of time to each branch of the work, this book has been divided into two parts, — a language part, and a grammar part. In Part I are given exercises in punctuation, letter writing, synonyms, and composition, in the order most convenient for apprehension and use.



In Part II is a brief treatment of the sentence and the parts of speech, with some of their uses and modifications. This furnishes to teacher and pupils a set of intelligible, definite, and convenient terms for use in their discussions of Part I. The classes of the noun, common and proper, are mentioned because on this distinction depends one of the uses of capital letters. The formation of plurals is rather fully treated, because correctness of speech depends upon a knowledge of this subject. This knowledge, requiring little exercise of the judgment and much exercise of the memory, is most readily and profitably gained in the earlier school years. The same reasoning justifies the introduction of gender forms, of comparison of adjectives, and of the principal parts and the tense forms of irregular verbs.

Valuable suggestions have been received from many teachers of language and grammar in different parts of the United States.

Mrs. Ella M. Pierce, Supervisor of Primary Schools in Providence, has been of special assistance in the preparation of the lessons in composition.

## SUGGESTIONS TO TEACHERS.

---

THIS book is designed for pupils entering upon the fourth year of school work ; but some classes doing the work of the last half of the third year may undertake the work with profit. The course in this book should extend through two years or two and one-half years.

*Order of Study.* Teachers using this book will have their own ideas of the proper order of treatment and the proportion of time to be devoted to the different subjects. It is suggested, however, that three or four lessons a week in Part I, and one or two lessons in Part II, will be, in general, a wise division.

*Correction of Papers.* Mechanical work, like spelling, penmanship, punctuation, and the forms of business and social letters, should be criticised minutely, and great pains should be taken that good habits are early formed. Such exercises may be criticised by the pupils themselves after exchanging papers, good models being referred to in the book or upon the blackboard.

In composition work, however, where original expression is sought, the children should be encouraged to write with freedom, and to express their own ideas with no anxiety as to criticisms. Freshness and originality are worth more than exactness. Whenever thought or expression is the main point, the exercises of the pupils may be discussed, and the best exercises read to the class with commendation of

their merits. Meager or erroneous statements and faulty constructions may be pointed out to the pupil privately.

If the teacher so criticises that the thought of the teacher's criticisms enters the mind of the pupil while writing, his attention will be diverted from thought and its expression to mechanical details, and a barren correctness will be the result.

The teacher should examine the pupils' compositions more for suggestions to herself — what to teach, on what to drill, and what to review — than with any purpose of marking mistakes. Errors in mechanical details are best cured by mechanical drills.

*Dictation. Oral Composition.* All the mechanical difficulties of writing may be overcome, and a knowledge of capitalization, punctuation, and arrangement upon the page, may be gained by transcription and dictation. The pupil ought to be so ready and confident in these matters as not to be embarrassed by them while composing. Until this power is gained, composition should be chiefly oral. The practice of oral composition should be continued throughout the course, and there should be much more oral than written work.

*Letter Writing.* The work in letter writing is brought forward early, but it is not intended that it should be completed in a few weeks' time. The forms of the heading, address, and conclusion of letters should be made very familiar at once; and then some exercises in letter writing should be given every few weeks as long as this book is used.

*Number of Written Exercises.* There should be a paragraph or two written in class by every pupil at least three times a week, and one carefully prepared exercise should be copied into a composition book once a month. Instead of composition books, files of compositions may be kept by

the teacher. The progress of the class can be readily estimated from the composition books or files.

*Use of the Reading Book.* Profitable use may be made of the school reader in connection with the language work. The pupils should be led to state, so far as their attainments will permit, the rules by which certain letters are capitals, and tell why certain marks of punctuation are used.

They may also tell the parts of speech and the modifications of many of the words, vying with each other in the application of their knowledge. They should be made thoroughly familiar with simple and ordinary constructions before being permitted to struggle with what are to them grammatical difficulties.



# LANGUAGE AND GRAMMAR.



## PART I.—HOW TO WRITE.



### SECTION I.

#### THE SENTENCE.

We use words to tell what we think, to give commands, or to ask questions.

*To state* means *to tell*. When we tell anything we make statements.

**Statements, commands, and questions are sentences.**

The following sentences are statements :—

It is a pleasant day.

I like to go to school.

My sister will be here to-morrow.

**The first word of every sentence should begin with a capital letter.**

**A period should be placed at the end of every sentence which is a statement or a command.**

TO THE TEACHER. — Dictation is an exercise whose importance cannot well be overestimated. It should be used after each new principle is presented, to make sure that pupils understand the principle and can apply it. Dictation should also be used frequently as equivalent to a review, or to reinforce the instruction in the text.

The teacher should make herself sure by test and explanation that the pupils know the meaning and the spelling of every word in the sentences to be dictated, before they are set to writing them. Many exercises besides those in the book should be given.

Write from dictation the following sentences : —

The birds come in the spring. They build their nests in the trees. Early in the morning they sing sweetly. In the autumn, most of them go away to warmer countries. Some birds stay in the cold countries all winter. Do not harm the birds. Learn their names and their habits.

## SECTION II.

### THE SENTENCE (CONTINUED).

We have learned that some sentences are questions. The following sentences are questions : —

Do you hear the birds sing ?

Did you come to school early ?

Will you please pass me the cylinder ?

With what kind of letter does the first word of a question begin ? How does a question end ?

The mark at the end of a question is called an interrogation point.

Copy the sentences below. Notice how the first word of each sentence begins, and how each sentence ends.

At what time did you come to school this morning? I came at a quarter of nine.

How many pencils did you bring me? I brought you four pencils.

What did you see in the street this morning? I saw a horse running away.

### SECTION III.

#### AN EXERCISE IN DESCRIPTION.

##### THE SCHOOLHOUSE.

Answer the questions below about your schoolhouse. Write your answers, and put as the title of your exercise "Our Schoolhouse."

What is the name of your schoolhouse? Where is it? Of what is it made? What is its color? How does it look? Has it a yard? Are there trees in the yard? Is there a flagstaff?

TO THE TEACHER. — If this is the first composition by your pupils, they should be instructed very carefully how to proceed. Perhaps it would be well for the teacher to write upon the blackboard these and other questions, and then discuss with the class the answers that are given. When these answers have been put into good language, they should be written upon the blackboard, and copied by the pupils as their composition on "Our Schoolhouse." The next exercise, "The Schoolroom," may be done in the same way, except that the teacher will not need to write any statements upon the board.



**SECTION IV.****AN EXERCISE IN DESCRIPTION.****THE SCHOOLROOM.**

Write a description of your schoolroom. Read the questions below and put into your description the thoughts they suggest to you. Tell anything else about the schoolroom that you think of.

Upon which floor is your schoolroom? How many windows has it? Which way do they face? Are there any pictures on the walls? Which one do you like best? Why? What pretty or interesting things are there in the room? Are there any plants in the room? What would you like to see in the schoolroom? What makes the schoolroom pleasant?

**SECTION V.****THE USE OF CAPITAL LETTERS.**

Copy the following sentences, and tell what you can about the capitals and the marks at the ends of the sentences :—

My friend and I went to see the animals at the park.  
How old do you think I am?  
When I come this afternoon I will bring a pretty picture.  
May I use your pencil?

With what kind of letter is the word *I* written or printed?

In the sentences below, what do you notice about the names of persons?

John has a little sister named Jessie.

Yesterday I saw Henry walking with his cousin George.

Will you tell Mary that I should like to speak with her?

Find in your reader some names of persons, and notice whether they begin with capitals.

## SECTION VI.

### THE STUDY OF A POEM.

#### A SPRING SONG.

Old Mother Earth awoke from her sleep,  
And found she was cold and bare;  
The winter was over, the spring was here,  
And she had not a dress to wear.

“Alas!” she sighed with great dismay,

“Oh, where shall I get my clothes?”

There’s not a place to buy a suit,

And a dressmaker, no one knows.”

“I’ll make you a dress,” said the springing grass,  
Just looking above the ground,

“A dress of green, of the loveliest sheen,  
To cover you all around.”

“And we,” said the dandelions gay,

“Will dot it with yellow bright.”

“I’ll make it a fringe,” said forget-me-not,

“Of blue, very soft and light.”

"We'll embroider the front," said the violets,  
"With a lovely purple hue."  
"And we," said the roses, "will make you a crown  
Of red, jeweled over with dew."  
"And we'll be your gems," said a voice from the shade,  
Where the ladies' eardrops live—  
"Orange is the color for any queen,  
And the best we have to give."

Old Mother Earth was thankful and glad,  
As she put on her dress so gay;  
And that is the reason, my little ones,  
She is looking so lovely to-day.

*Selected.*

TO THE TEACHER. — The purpose of this lesson is to awaken the imagination of the pupils and lead them to appreciate the beauties of nature. It has, of course, the further purpose of leading the pupils to express in their own language the simple and childlike thoughts of the poem.

The pupils should read the poem and express their own thoughts and feelings about it, the teacher being careful to bring out clearly the ideas of beauty and helpfulness.

The teacher may ask the following and similar questions : —

What is the *sleep* of old Mother Earth? In what month does she awaken from this sleep? Did Mother Earth know in the winter that she was *cold and bare*? Why did she feel dismay on awakening? What does *dismay* mean? Did you ever feel dismay? Who offered to help Mother Earth? What did each propose to do? Would her dress be a fine one? How did Mother Earth feel toward her children? When does Mother Earth look most lovely?

The pupils should then write the story as freely as possible.

SECTION VII.

THE DESCRIPTION OF A PICTURE.

THE DOLL'S BATH.



Describe this picture by answering the following questions : —

What is this a picture of? Where are the children? Why do you think they are not in a room? What is the girl doing? What is the boy doing? Where did he get the water? What is the shape of the bath tub? What does the watering-can hold?

## SECTION VIII.

## THE USE OF CAPITAL LETTERS.

Turn to the poem on page 5, and see with what kind of letter each line of poetry begins.

With what do the names of persons begin?

Study the following sentences, and tell another kind of names that begin with capitals:—

We live in the United States.

The United States is a part of North America.

New York is the largest city in the United States.

Boston and Providence are cities in New England.

Philadelphia and Chicago are large cities.

France and Germany are important countries in Europe.

Paris is the largest city in France.

Berlin is the largest city in Germany.

Study the following sentences, and give two other rules for the use of capitals:—

John and Eddie hope to go skating next Saturday.

Shall you take your music lesson on Wednesday or on Thursday?

Helen is coming from New York next Friday.

The steamship sails for France on Friday.

Christmas comes in December.

Thanksgiving comes in November.

February is the shortest month.

In March and November, the wind blows hard.

April showers bring May flowers.

The leaves begin to fall in October.

Tell why each capital in the lines below is used : —

Whatever I have tried to do in life, I have tried with  
all my heart to do well.

THE CUCKOO.

In April,  
Come he will.  
In flowery May,  
He sings all day.  
In leafy June,  
He changes his tune.  
In bright July,  
He is ready to fly.  
In August,  
Go he must.

From my study I see in the lamplight,  
Descending the broad hall stair,  
Grave Alice, and laughing Allegra,  
And Edith with golden hair.

In 1807, Robert Fulton sailed the first steamboat, the  
Clermont, on the Hudson.

As the water from Lake Superior hurries on its way to  
the Atlantic Ocean, it descends six hundred feet in its long  
journey. It rushes foaming over the rocky bed of the St.  
Marys River, leaps over Niagara Falls, and becomes a  
swiftly moving torrent in the Rapids of Niagara River.  
Still farther on it boils and foams in the Rapids of the St.  
Lawrence.

**SECTION IX.****AN EXERCISE IN DESCRIPTION.****THE CLOCK.**

Describe the clock in your schoolroom, using the following questions and suggestions to help you :—

What is the shape of the clock on the wall in your schoolroom? What do you see on its face? What is the name of the longer hand? What is the name of the shorter hand? Why do the hands have these names? What stands for *four* on the clock-face? What letters usually stand for *four*? What does the pendulum do? Some clocks have a balance wheel instead of a pendulum.

**SECTION X.****AN EXERCISE IN REPRODUCTION.****TIME.**

Read carefully the following sentences, and then write as many of them as you can from memory :—

There are three hundred and sixty-five days in a year. Three hundred and sixty-five days are equal to fifty-two weeks and one day more. Once in four years the year has three hundred and sixty-six days. We call that a leap year. In each year there are twelve months. What are the names of the months?

In each year there are four seasons. What are the names of the seasons?

## SECTION XI.

### INITIAL LETTERS. — ABBREVIATIONS.

Write your own full name.

Write your name and use only the first letter for one of your names.

**The first letter of a word is called an initial.**

What initial did you write in your name?

Copy the following sentence carefully : —

U. S. Grant and James A. Garfield were generals who became presidents.

**When an initial is used as a part of the name of a person, it is written with a capital and is followed by a period.**

Geo. stands for George ; Sat. stands for Saturday ; Nov. stands for November.

**Shortened forms of words are called abbreviations. An abbreviation is always followed by a period.**

Is an initial an abbreviation?

The abbreviations for the days of the week are : —

Sun. for Sunday,	Wed. for Wednesday,
Mon. “ Monday,	Th. “ Thursday,
Tues. “ Tuesday,	Fri. “ Friday,
Sat. for Saturday.	

These abbreviations should not be used except in dates.



The abbreviations for the names of the months are :—

Jan. for January,	Aug. for August,
Feb. “ February,	Sept. “ September,
Mar. “ March,	Oct. “ October,
Apr. “ April,	Nov. “ November,
Dec. for December.	

The words May, June, and July should not be abbreviated. March should usually be written in full.

The names of the months should be spelled in full except when written in dates.

## SECTION XII.

### THE STUDY OF A STANZA.

#### THE MARINER.

A mariner, whom fate compelled  
To make his home ashore,  
Lived in yon cottage on the mount,  
With ivy mantled o'er,  
Because he could not breathe beyond  
The sound of ocean's roar.

Write this stanza in your own language, after writing answers to the following questions :—

What is a mariner? What could have been the reason that he was obliged to live on the land? How do you know that he did not live there from choice? What does *yon* mean? What does *mantled* mean? Was

it a new home? Why do you think the mount overlooked the ocean? Was it really true that the mariner could not breathe where he could not hear the ocean? What do the last two lines mean?

### SECTION XIII.

#### THE DESCRIPTION OF A PICTURE.

##### THE SURPRISE.



Describe this picture by answering the following questions :—

What has this little girl found in the garden? What companions has she? Are they as surprised as she is? What do you think each one will do?

**SECTION XIV.****ABBREVIATIONS. — TITLES.**

Use each of the following abbreviations in a sentence:—

Dr. for Doctor,	Gen. for General,
Capt. " Captain,	Mr. " Mister,
Col. " Colonel,	Mrs. " Missis (Mistress),
Esq. " Esquire,	Messrs. " Gentlemen,
Rev. " Reverend,	St. " Street.

Titles may be abbreviated when used with names, but in all other cases they should be spelled in full ; as :—

The general commanding was Gen. E. H. Rhodes.

When a title is used as a part of a name, with what kind of letter does it begin ?

The names of States, likewise, may be abbreviated when they follow the names of cities, towns, or counties, but in most cases they should be spelled in full.

**SECTION XV.****THE STUDY OF A POEM.****MARJORIE'S ALMANAC.**

Robins in the tree-top,  
Blossoms in the grass,  
Green things a-growing  
Everywhere you pass ;

Sudden little breezes,  
Showers of silver dew,  
Black bough and bent twig  
Budding out anew ;  
Pine tree and willow tree,  
Fringéd elm and larch, —  
Don't you think that May-time's  
Pleasanter than March ?

Apples in the orchard,  
Mellowing one by one ;  
Strawberries upturning  
Soft cheeks to the sun ;  
Roses faint with sweetness,  
Lilies fair of face,  
Drowsy scents and murmurs  
Haunting every place ;  
Lengths of golden sunshine,  
Moonlight bright as day, —  
Don't you think that summer's  
Pleasanter than May ?

Roger in the corn-patch  
Whistling negro songs ;  
Pussy by the hearth-side  
Romping with the tongs ;  
Chestnuts in the ashes  
Bursting through the rind ;  
Red leaf and gold leaf  
Rustling down the wind ;

Mother "doin' peaches"  
All the afternoon, —  
Don't you think that autumn's  
Pleasanter than June?

Little fairy snowflakes  
Dancing in the flue;  
Old Mr. Santa Claus,  
What is keeping you?  
Twilight and firelight,  
Shadows come and go;  
Merry chime of sleigh bells  
Tinkling through the snow;  
Mother knitting stockings,  
(Pussy's got the ball!), —  
Don't you think that winter's  
Pleasanter than all?

T. B. ALDRICH.

TO THE TEACHER. — The teacher may call attention to expressions in this poem that are not to be imitated in ordinary conversation or writing, and explain the significance of poetic license. The pupils should study this poem, and before the written lesson the teacher should bring out in conversation the impressions made upon the children by it, emphasizing the thought that each season possesses its own peculiar beauties and possibilities of happiness. The first compositions should be oral (one on each of the seasons), and these should be repeated, modified, and improved until the children have done their very best. Then the compositions may be written; and finally there may be a written exercise on "The Seasons," or on some subject which will give opportunity to write about the different parts of the year, without special emphasis on any one part.

## SECTION XVI.

## THE DESCRIPTION OF COMMON OBJECTS.

Describe a desk by answering the following questions :—

What is a desk?  
 Of what is it made?  
 By whom is it made?  
 What are its parts?  
 Of what use is it?

TO THE TEACHER.—Similar lessons in description may be given by assigning other suitable subjects when there is opportunity.

## SECTION XVII.

## ABBREVIATIONS.—DIRECTION, TIME.

The following abbreviations are often used :—

E. for east,	N.W. for northwest,
W. “ west,	S.W. “ southwest,
N. “ north,	N.E. “ northeast,
S. “ south,	S.E. “ southeast,
A.M. [or a.m.] for forenoon,	
P.M. [or p.m.] “ afternoon,	
M. [or m.] “ noon,	
%	“ care of,
&c., or etc.,	“ and so forth.

A.M., M., and P.M. should be used only with numerals denoting the hour ; otherwise the word *fore-*

*noon, morning, noon, afternoon, or evening*, should be written ; as :—

The train arrives at 4 P.M.

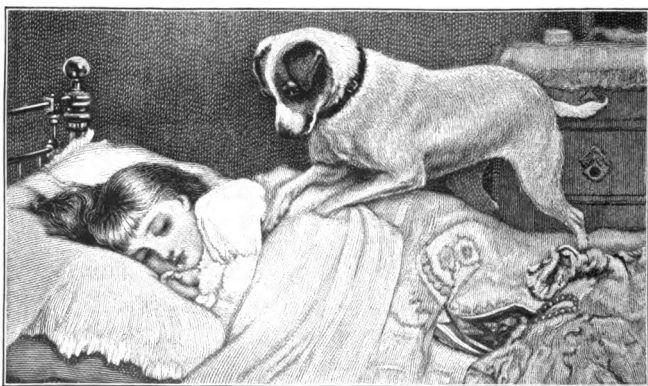
I will call this afternoon.

TO THE TEACHER.—After the study of each Section, dictation exercises should be given which shall tend to apply and fix the new facts or uses.

### SECTION XVIII.

#### THE DESCRIPTION OF A PICTURE.

##### THE MORNING VISIT.



Describe this picture by answering the following questions :—

Where is this little girl ? Who has come to make her a morning visit ? How large is the dog ? Of what color is he ? What is he trying to do ? Is the little girl afraid of him ? What will she do ?

**SECTION XIX.****AN EXERCISE IN DESCRIPTION.****THE KITTEN.**

Write a description of a kitten by answering the questions below. Be sure to notice carefully her eyes, teeth, and paws, before you begin to write. If you have a kitten of your own, describe that ; if not, describe some other kitten.

What is the color of your kitten ? What does she like to do ? Are her eyes like yours ? How do they differ from yours ? Why are they different ? What sort of paws has she ? What can she do with her claws ? What sort of teeth has she ? What does she like to eat ? How does her fur feel ? Do you like to stroke it ? Does she like to have you stroke it ? What does she do when she is pleased ? When she is displeased, what does she do ? Does she like dogs ? How does she behave when she sees one ? Do you like your kitten ?

**SECTION XX.****THE USE OF THE COMMA.**

James, do you know where to use the comma ?

You may tell us, Joe, how to punctuate this sentence.

Tell us where to put the comma in this sentence, Mary.

Each of these sentences contains the name of the person spoken to. How is each name separated from the rest of the sentence ?

Make a rule for the use of the comma in such sentences.



Write from dictation the following sentences : —

George, will you bring me that book ?

I think, Lizzie, that you must study that lesson again.

I should be much pleased, my dear Jennie, if you would visit me in New York.

I am sorry, John, that you did not succeed in your attempt.

### SECTION XXI.

#### THE COMMA IN A SERIES.

Study the punctuation of the following sentences : —

He was a tall, handsome boy.

He was a tall and handsome boy.

Peter, James, and John have learned to read, write, and cipher.

Peter and James and John are good boys.

Helen or Marjorie will go.

Jennie, Fannie, or Mary may do this.

When and is omitted, its place is supplied by a comma.

When and or or is omitted between two words, and used between the next two, a comma is usually placed before it.

Study the punctuation of the following sentences until you can write them correctly from dictation : —

I have a cloak, hat, scarf, and rubbers in the hall.

George, Henry, and John are going to Chicago.

The spring months are March, April, and May.

The fall months are September, October, and November.

Lichens have no roots, leaves, nor stems. Birds build nests of sticks, hay, straw, and grass. They line the nests with fine grass, or soft, warm wool, or even with mud.

SECTION XXII.

AN EXERCISE IN NARRATION.

THE TOY STORE.



Write the story which this picture tells, using the following questions:—

What kind of store is this a picture of? Who owns the store? What has she for sale? What is each of the girls doing? What do you think the girl with the toy flatiron said to the woman? What did the other girl say? What will the two children do?

### SECTION XXIII.

#### AN EXERCISE IN DESCRIPTION.

##### MY DOG.

Write a description of a dog you know well.

Tell what kind of dog he is, how old he is, his color, his size, his likes and dislikes, and some things he has done.

### SECTION XXIV.

#### EXERCISES. — REVIEW.

Write the names of the days of the week and of the months of the year.

Write four sentences, each containing the name of some person or place.

Write four sentences, each containing an abbreviation.

Write four sentences, each containing the name of a person spoken to.

Write four sentences, each containing a series of words all connected by *and* or *or*.

Write four sentences, each containing a series of words in which only the last two are connected by *and* or *or*.

**SECTION XXV.****AN EXERCISE IN REPRODUCTION.****Two Dogs.**

Two dogs, belonging to different masters, were in the habit of going together to hunt squirrels. One day, after they had been away together, one of them, Watch, came back alone. For some days he behaved very strangely, whining and carrying away every bit of meat and bone he could find. He also went several times to the master of the other dog, and tried to induce him to follow him. At first the man did not understand his actions, but one day said, "Watch, do you know where Carlo is?" Watch appeared to understand him, and jumping about started off; but, when the man did not follow, he came back and tried to coax him to go. The man finally followed him, and found Carlo held fast under a rock which had fallen upon him. The poor dog had been there eight days, and had suffered very much. He would surely have died, if Watch had not brought him help.

Read this story carefully, then copy the outline below, put away the book, and write the story from the outline.

**OUTLINE.**

Two dogs. To whom they belonged. What they liked to do. How Watch came home one day alone. How he behaved for the next few days. What he at last succeeded in doing. How Carlo was found.

## SECTION XXVI.

## AN EXERCISE IN NARRATION.

## THE TROUBLED HEN.



Write the story which this picture tells, using the following questions : —

What sort of brood has this old hen? What are her little ones doing? Why is the hen troubled? How does she show her distress? How is the child coaxing the ducks out of the water? Will the hen go near the water again with her brood?

## SECTION XXVII.

## A DICTATION EXERCISE.— REVIEW OF PUNCTUATION.

Write from dictation the following sentences, being careful to use capitals and marks of punctuation correctly : —

My name is Mary A. Jones.

I shall be ten years old next Saturday.

Susan, Jennie, and Flora are three girls in our school.

Rev. George Low is a brother of Dr. William Low.

Charles Sumner was a citizen of Massachusetts.

My Uncle James sent me a present last Christmas.

My Aunt Kate is not your aunt.

When I was in New York, I saw General Sherman.

The skating has been very fine this winter.

London, Paris, Berlin, and New York are large cities.

France, Germany, Italy, and Spain are countries in Europe.

The United States, British America, and Mexico are countries in North America.

Rice, cotton, tobacco, and sugar-cane grow in warm countries.

Trees have roots, trunks, branches, and leaves.

The four seasons are spring, summer, autumn, and winter.

Which is the wind that brings the cold ?

The North Wind, Freddy, and all the snow.

And the sheep will scamper into the fold

When the North Wind begins to blow.

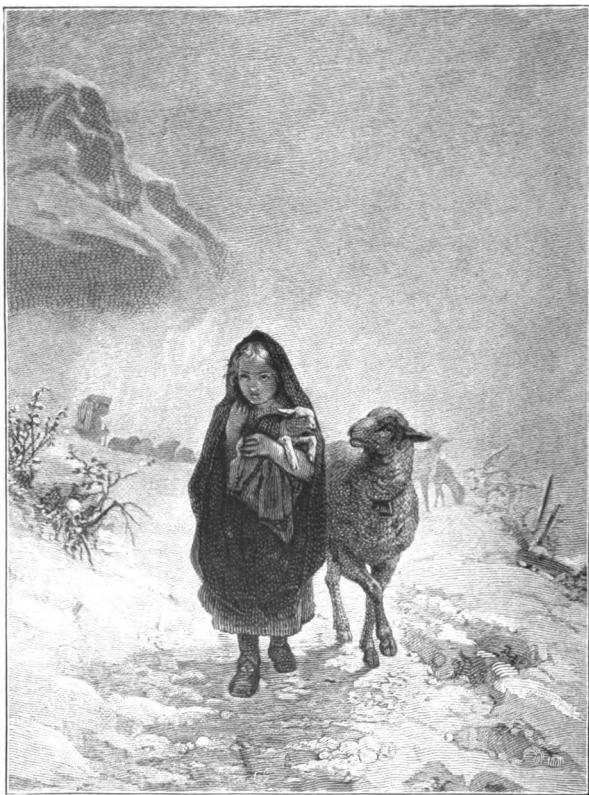
Gen. U. S. Grant and Gen. Jas. A. Garfield were two of our soldier presidents.

Harry, do you know that Mary and I have learned how to use commas, periods, and interrogation points this term ?

## SECTION XXVIII.

## THE DESCRIPTION OF A PICTURE.

## THE GIRL AND HER LAMB.



Compare this picture with the following description, and then write your own description:—

This picture represents a winter scene. The ground is covered with snow, and only a few bushes can be seen beside the path. Some distance back, on the left, are the outlines of a high mountain. A man is approaching, driving a flock of sheep before him, but they are not very distinct in the frosty air. In the snow-covered path there is a young girl with a lamb on one arm, and beside her is an old sheep bleating piteously. The girl's head and shoulders are protected from the cold by a shawl, but her hands are bare. One hand holds her apron about the lamb; the other hand keeps her shawl from falling off. Her face has a kind but anxious look, and she is evidently bringing the poor little lamb and its mother to some warm place where they will be comfortable.

### SECTION XXIX.

#### EXERCISES IN COMPOSITION.

##### THINGS I LIKE.

Write only one of the following exercises for a lesson.

1. Think of all the things which belong to you, and write about the one for which you care most. Describe it. Tell when and where you got it, what you do with it, why you like it so much, and anything else about it.
2. Write a similar account of anything else which you own.
3. Did you ever find that something which you had disliked was pleasant after all? Tell what this thing was, and how you came to like it. Call your composition "Why I Changed my Mind."



## SECTION XXX.

## THE HYPHEN AND THE CARET.

**A syllable is a word or a part of a word that can be pronounced with one effort of the voice.**

The word *sun* is a word of one syllable. The word *sunshine* is a word of two syllables.

How many syllables are there in each of the following words :—

describe, picture, ambition, periodicals, introduced, opportunity, glory, history, particular, toward.

If in writing you have not room for the whole of a word at the end of a line, but must write a part of the word at the beginning of the next line, the word should be divided between two of its syllables and a hyphen [-] put at the end of the line. See next line.

Only ignorant or careless people fail to use the hyphen when a word is divided at the end of a line.

To decide rightly in all cases the correct division of a word into syllables will require much study. If you are in doubt how to divide a word into syllables, consult the dictionary, as you would if you were in doubt as to the spelling or the meaning of the word. A word of one syllable must not be divided at the end of a line.

If in writing you have left out something or desire to add something, mark by a caret below the line the place where the letter, letters, word, or words are to be inserted, and <sup>write</sup> above the line the matter to be added.

## SECTION XXXI.

## THE STUDY OF A STANZA.

## OLD KASPAR.

It was a summer evening,  
Old Kaspar's work was done,  
And he before his cottage door  
Was sitting in the sun ;  
And by him sported on the green  
His little grandchild Wilhelmine.

Answer the following questions :—

What time of day is referred to in the first line ? How do you know that it was not very late in the evening ? Was Kaspar a rich or a poor man ? Why do you think so ? What kind of work do you suppose he did during the day ? How could you know that he was old, even if the verse did not speak of him as *old Kaspar* ? How do you think his house looked ? Why would not the sun be too hot for the old man ? Do you suppose there was much of a yard before the house ? Was Kaspar alone ? What was the grandchild doing ? Have you any reason to think that Kaspar was a kind old man ?

Write a description of this scene as you imagine it to have been. Consider first the items that should enter into the description, write these items in a good order, and then follow this order in your description.

**SECTION XXXII.****AN EXERCISE IN REPRODUCTION.****THE BOY AND THE HORSESHOE.**

One hot and dusty day, a little boy and his father were walking from one town to another, when they saw a horseshoe lying on the ground. The father asked the boy to pick up the horseshoe, but the boy said it was not worth while. Without saying anything more, the father picked it up, and they walked on. At a blacksmith's shop the father sold the horseshoe for a penny, with which he soon bought some cherries. By and by, the man noticed that his little son looked tired and thirsty. As if by accident, he dropped a cherry. The little boy gladly picked it up and ate it. A little farther on, another cherry was dropped, and eagerly picked up and eaten. In this way all the cherries were disposed of. When the last one was gone, the father said, "If you had stooped once to pick up the horseshoe, you would not have needed to stoop twenty times to pick up the cherries."

Write this story by answering the following questions :—

Where were a boy and his father going? On what kind of day? What did they find? What did the father say? What did the boy say? What did the father do? How did he dispose of the horseshoe? Of the penny? Of the cherries? What did the father say at the end?

## SECTION XXXIII.

## THE STUDY OF A POEM.

## A BIRD'S-EYE VIEW.

Quoth the boy, "I'll climb that tree  
And bring down a nest I know."  
Quoth the girl, "I will not see  
Little birds defrauded so!  
Cowardly their nests to take,  
And their little hearts to break,  
And their little eggs to steal.  
Leave them happy for my sake!  
Surely little birds can feel!"

Quoth the boy, "My senses whirl;  
Until now I never heard  
Of the wisdom of a girl,  
Or the feelings of a bird!  
Pretty Mrs. Solomon,  
Tell me what you reckon on  
When you prate in such a strain;  
If I wring their necks anon,  
Certainly they might feel pain!"

Quoth the girl, "I watch them talk,  
Making love and making fun,  
In the pretty ash-tree walk,  
When my daily task is done;  
In their little eyes I find  
They are very fond and kind.

Every change of song or voice  
Plainly proveth to my soul  
They can suffer and rejoice."

And the little Robin-bird  
— Nice brown back and crimson breast —  
All the conversation heard,  
Sitting trembling in his nest.  
"What a world," he cried, "of bliss —  
Full of birds and girls — were this!  
Blithe we'd answer to their call;  
But a great mistake it is  
Boys were ever made at all."

*Selected.*

1. Describe the picture which this poem suggests.
2. Imagine yourself that little boy, and tell his story of finding the bird's nest.
3. Imagine yourself that little girl, and tell her story of finding the bird's nest.
4. Imagine yourself that *Robin-bird*, and tell how the little boy and girl found the nest, what they said, how it made you feel, and what you thought.

TO THE TEACHER. — The writing of these exercises will require several days. The first day, read and study the poem. The second day, the pupils may write in class the first exercise. The third day, a lesson from some other part of the book may be recited, and the compositions of the second day corrected in class. The fourth day, the boys may write the second exercise, and the girls the third.

The practice of having a lesson in some other part of the book in connection with a brief and difficult topic is one that must be followed continually, if time is to be saved. The correcting of compositions should usually be class work, not individual work.

**SECTION XXXIV.****THE SIGN OF POSSESSION.**

This is John's hat.

What is added to the word *John* in the sentence above to show that John owns or possesses the hat?

**The sign of possession is 's.**

Write from dictation the following sentences : —

Have you seen John's slate this morning?

Last Sunday Henry's little sister went to church.

Mary's cloak and hat are new.

The teacher praised Charlie's writing.

Last Wednesday George's dog was lost.

We are all going to visit Lucy's friends in Pomfret.

These are my cousin's books.

My father's horse has hurt his foot.

Edith's new dress is very pretty.

**SECTION XXXV.****AN EXERCISE IN DESCRIPTION.****THE ELEPHANT.**

Describe an elephant, telling all you know about his appearance, his habits, and his disposition. Tell where you have seen an elephant.

**TO THE TEACHER.** — This lesson and similar lessons are designed to bring out the children's ideas previous to their study of later lessons upon the same subjects. Keep these compositions, and compare them with those next written.

## SECTION XXXVI.

## AN EXERCISE IN NARRATION.

## CATCHING THE BUTTERFLIES.



Write a story suggested by this picture. Write as though you yourself had caught the butterflies.

## SECTION XXXVII.

## QUOTATIONS.

When one uses in his own writing the words of somebody else, he is said to quote those words, and the words quoted are called a quotation.

**Words quoted should be enclosed in quotation marks ; as : —**

The old proverb, "Honesty is the best policy," deserves to be always remembered. "Mary," said her mother, "be kind to your little brother."

**The comma is used to separate quoted words from other words in the same sentence.**

**A quotation which is a sentence should begin with a capital letter.**

Study the punctuation and capitals in the following sentences until you can write them from dictation : —

Louise said, "Come, John, it is time to go."

Mother said, "Henry, will you go to the store?"

The captain answered, "We sail Saturday."

Jessie's mother replied, "I do not wish you to go."

The man said, "I think it will storm to-morrow."

"Sponges and coral," said the teacher, "are obtained from the sea."

Grace's mother said, "Will you bring me your brother's coat?"

"Next Saturday," said Mary, "we shall all go to Boston."

And they said, "Farewell, O Hiawatha!"

With what kind of letter is the word *O* written or printed?



"There's a merry brown thrush sitting up in the tree.

He is singing to me. He is singing to me."

"And what does he say, little girl, little boy?"

"The world's running over with joy."

A woodpecker and a dove once visited a peacock. "How did you like the peacock?" asked the woodpecker after their visit. "Is he not a disagreeable creature? His vanity, his shapeless feet, and his horrid voice are unbearable."

"I had no time," answered the gentle dove, "to notice these things; I was so occupied with the beauty of his head, the gorgeousness of his colors, and the majesty of his train."

### SECTION XXXVIII.

#### AN EXERCISE IN REPRODUCTION.

##### THE TREE.

The Tree's early leaf-buds were bursting their brown;  
"Shall I take them away?" said the Frost, sweeping  
down.

"No, leave them alone  
Till the blossoms have grown,"  
Prayed the Tree, while he trembled from rootlet to  
crown.

The Tree bore his blossoms, and all the birds sung;  
"Shall I take them away?" said the Wind as he  
swung.

"No, leave them alone  
Till the berries have grown,"  
Said the Tree, while his leaflets quivering hung.

The Tree bore his fruit in the midsummer glow ;  
Said the girl, " May I gather thy sweet berries now ? "  
    " Yes, all thou canst see ;  
    Take them ; all are for thee,"  
Said the Tree, while he bent down his laden boughs  
    low.

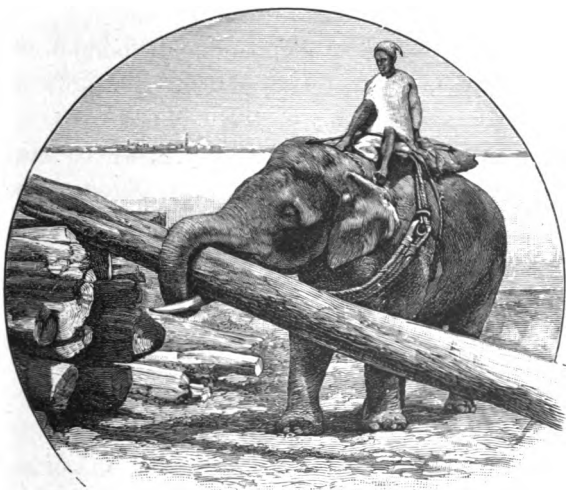
BJÖRNSTJERNE BJÖRNSSON.

Tell in your own words the story told in this poem.

### SECTION XXXIX.

#### AN INFORMATION LESSON.

##### THE ELEPHANT.



The elephant is the largest animal on the earth. A full-grown elephant is from seven to twelve feet in height, and weighs from three to five tons. His

appearance is very peculiar. His great, heavy body and legs, his long trunk, his tusks, large ears, small eyes, and small tail, make him look quite different from all other animals.

His tusks are monstrous teeth growing out of his mouth, and are sometimes nine feet in length. The tusks are of ivory, and very valuable.

His trunk is a long nose, but it serves him for many purposes. It is four or five feet long, and is provided at the end with a thumb-like part with which he can pick up very small things. The trunk itself is very strong; and with it he can carry heavy burdens, and tear off branches from trees in his search for food. He also uses it to defend himself from his enemies.

There are two kinds of elephants, one found in Africa, and the other in Asia. The African elephants live in the wooded regions south of the Great Desert. Most of the Asiatic elephants live in India, where they are caught, tamed, and trained to carry burdens and do other work. Elephants are remarkable for their intelligence, great strength, and gentleness.

Read this lesson carefully, and then with the help of the outline below, which you may copy on paper, write an account of the elephant.

#### OUTLINE.

The elephant, — his size, weight, and appearance. The size and value of his tusks. Description and use of his trunk. Where elephants are found. For what they are remarkable.

## SECTION XL.

## CONTRACTIONS.

*Not* is often contracted to *n't*, and pronounced with the word before it ; as : —

He does *n't* know his lesson. I did *n't* go home.

An apostrophe ['] placed between the *n* and the *t* shows that the letter *o* has been omitted.

You have already learned that shortened forms followed by a period are called abbreviations.

**Shortened forms in which an apostrophe is used are called contractions.**

The following are the words with which *not* may be combined in the contracted form : —

is	were	had	could	do
are	has	must	would	does
was	have	can	should	did

Write the foregoing words with *not* in the full form and again in the contracted form ; as : —

is not — is *n't* ; are not — are *n't*.

**Can not is written can't in the contracted form, and do not, don't.**

**Forms in which not is used are called negative forms.**

Use, in a declarative sentence, each of the uncontracted negative forms which you have written. Use each in an interrogative sentence. Use, in a declarative sentence, each of the contracted negative forms which you have written. Use each in an interrogative sentence.

Write three declarative sentences, each containing *was n't*. Write three interrogative sentences, each containing *was n't*. Write three declarative, and three interrogative sentences, each containing *does n't*.

There are many contractions of familiar words besides those with *not*; as :—

I 'm	for I am,	rec'd	for received,
I 'll	“ I will,	where's	“ where is,
I 've	“ I have,	what's	“ what is,
we're	“ we are,	there's	“ there is,
ne'er	“ never,	it's or 'tis	“ it is.

In some contractions the apostrophe shows the omission of several letters.

Find in your Reader five contractions without *not*.

Write the following from dictation :—

“Open the window and let me in !”  
 Sputters the petulant rain.  
 “I want to splash down on the carpet, dear,  
 And I can't get through the pane.  
 Here I've been tapping outside to you.  
 Why don't you come, if you're there?  
 The skylight is shut, or I'd dash right in,  
 And stream down the attic stair.”

CAUTION.—*Can't*, *sha'n't*, *won't*, may be used in conversation, but ought not to be used in writing, except in very familiar, informal letters.

Be careful not to say *don't* for *does n't*.

**SECTION XLI.**

**AN EXERCISE IN DESCRIPTION.**

**THE DEER.**



Write what you know about the deer, his home, his appearance, and his usefulness.

## SECTION XLII.

## A DRILL EXERCISE.

I don't know.	We don't know.
I do not know.	We do not know.
You don't know.	You don't know.
You do not know.	You do not know.
He does n't know.	They don't know.
He does not know.	They do not know.
We are not ready.	Are we not ready?
We are n't ready.	Are n't we ready?
You are n't ready.	Are n't you ready?
They are not ready.	Are they not ready?
They are n't ready.	Are n't they ready?
I was n't there.	I was not there.
You were n't there.	You were not there.
He was n't there.	He was not there.
We were n't there.	We were not there.
They were n't there.	They were not there.
Was n't I there?	Was I not there?
Were n't you there?	Were you not there?
Was n't he there?	Was he not there?
Were n't we there?	Were we not there?
Were n't they there?	Were they not there?

TO THE TEACHER. — Let the class read this exercise aloud, singly and in concert, many times, on different days. No other errors of speech are so common as those which occur in the use of negative forms. Such an exercise as this will tend to familiarize pupils with correct forms.

**SECTION XLIII.**

**AN EXERCISE IN NARRATION.**

**THE WHEELBARROW RIDE.**



Write a story suggested by this picture. Call it "The Wheelbarrow Ride," "A Visit to Grandpa's," or any other name you like. Tell who the children are, how they happen to be riding in the wheelbarrow, and where they are going.



**SECTION XLIV.****AN EXERCISE IN REPRODUCTION.****JOHN MAYNARD.**

A steamer loaded with passengers was once crossing Lake Erie, when a fire broke out, and spread rapidly, in spite of all that could be done. The only chance to save the passengers was to run the steamer ashore ; so the captain ordered the man at the wheel to steer for the shore. He obeyed, but the fire kept coming nearer and nearer to him.

The captain called out, "Can you hold out a little longer?" The man's hair was singed, and his face and hands scorched, but he answered bravely, "Ay, ay, sir ;" and he kept his post until the ship ran aground. All the passengers were saved ; but John Maynard, the brave man at the wheel, perished.

Read this story carefully, then close the book and write the story in your own words. Tell what you think of the man at the wheel.

**SECTION XLV.****A STORY FROM OUTLINE.**

Write a story from the following hints, adding whatever you think would make the story interesting :—

Errand boy gone. Coachman told to bring water from well. Objected. Not his business. Was hired to drive. Was told to harness the horses to the car-

riage, put pitcher into it, and drive to well. Did this several times. Spectators much amused. Coachman learned valuable lesson.

## SECTION XLVI.

### A DIALOGUE.

A conversation between two persons is called a dialogue.

Below is a dialogue which once took place between two girls, Helen and Margaret. Margaret is Helen's cousin, and is visiting Helen at her home in the country. Notice the form in which the dialogue is arranged.

*Helen.* Oh, Margaret, should you like to go to the grove now? We can take a lunch and have a picnic.

*Margaret.* Yes, indeed. Shall we go all alone?

*Helen.* Oh, no. We will invite Jessie, Lucile, and Russell. Mamma will go with us to help us.

*Margaret.* That will be great fun. Shall you take your doll?

*Helen.* Yes, we shall take all our dolls and play house. There is a table in the grove. We can carry our dishes, and set the table for our lunch.

*Margaret.* Russell will not care to play with dolls. We can play he is our little boy, and he may bring his dog.

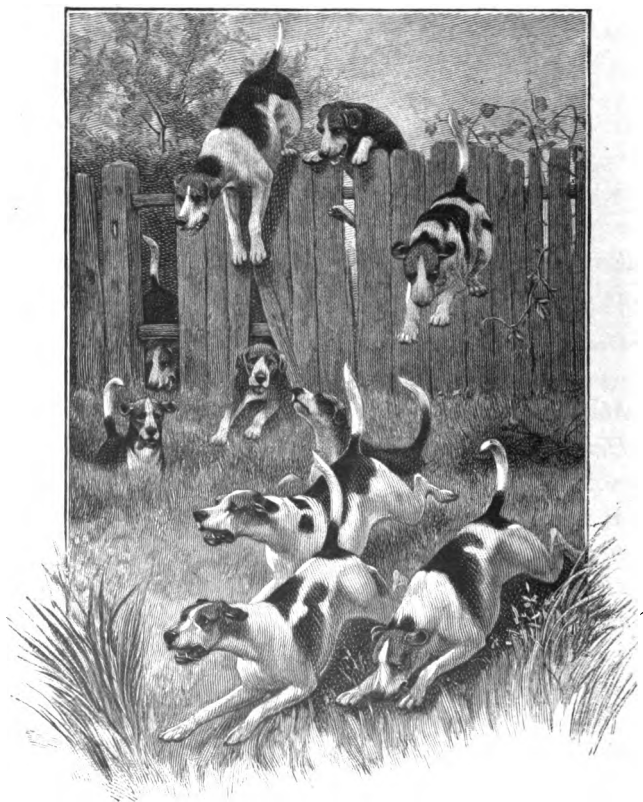
*Helen.* Let us go now and invite the others.

Write this dialogue in the form of a story. Complete the story by telling what they did in the grove. Give your account some suitable title, such as "Helen's Party," or "The Picnic in the Grove."

## SECTION XLVII.

## AN EXERCISE IN NARRATION.

## THE DOGS.



Write a story suggested by this picture. Tell who let the dogs loose and why they are running. Tell what happened and how it ended.

**SECTION XLVIII.**

**AN EXERCISE IN DESCRIPTION.**

**THE CAMEL.**



Write a description of the camel. Tell of his looks, habits, and usefulness.

**SECTION XLIX.**

**LETTER WRITING.**

**TO THE TEACHER.**—For the convenience of the teacher, the subject of letter writing is here presented in a compact form, rather than scattered among other lessons, as in the practical work of teaching it must be.

The teacher is advised to assign very short lessons in this subject until the pupils are thoroughly familiar with the forms of letters. In connection with nearly every lesson in letter forms, assign other work from Part I or Part II.

In the letter below, notice the punctuation and capitals, and the position of each part of the letter. Copy the letter. Leave a blank space, or margin, at least half an inch wide at the left of your page.

Martinsville, Ohio,

May 2, 1899.

Dear Rex,

Walter and I are making our garden. We raked up all the dead leaves yesterday, and to-day we have been spading the ground.

Don't you want to come and help us? Bring your express wagon, and we will haul stones.

Your friend,

Ed. Marshall.

**SECTION L.****SUBJECTS FOR LETTERS.**

1. A letter to your father about your school work.
2. A letter to a friend about your school work.

Would you write to your father just as you would to your playmate?

3. A letter to a young friend, asking him (or her) to spend a few days of the next vacation with you.
4. A letter accepting such an invitation.
5. A letter declining such an invitation.
6. A letter to a friend whom you have recently visited.

**SECTION LI.****THE PARTS OF A LETTER.**

Copy the following letter :—

908 Parade St., Chicago,  
May 8, 1900.

Mr. E. L. Hazard,  
879 State St., City.

Dear Sir,— While some of us were playing football on the lot next to yours, the ball accidentally struck and broke one of your barn windows. We are very sorry this has happened, and we have sent a man to your house, who, with your permission, will put in a new pane of glass.

Yours respectfully,

Lee Hoffman.

**A letter has four parts: the heading, the introduction, the body, the conclusion.**

The heading consists of two parts: 1st, the address of the writer; 2d, the date.

The introduction of a formal letter usually consists of two parts: 1st, the address, containing the name of the person to whom the letter is written, and that of the place to which it is to be sent; 2d, the salutation, or the words of greeting which introduce the body of the letter. See the letter on page 49.

For the introduction of an informal letter, see the letter on page 48.

The body is the main part of the letter.

The conclusion consists of two parts: 1st, the complimentary close, or the words of courtesy or affection which follow the body of the letter; 2d, the signature, or name of the writer.

What is the heading of the letter at the beginning of this Section? Where is the heading written? How are the lines arranged? How are they punctuated? What is the introduction? What part of it is the address? How is it punctuated? How are the lines arranged? What is the salutation? Where is it written? How is it punctuated? With what word does the body of this letter begin? Where is the first word written? What is the last word of the body of the letter? What is the conclusion? Where is it written? What is the complimentary close? How is it punctuated? Which word is written with a capital? What is the signature? How is it punctuated?

**SECTION LII.****HEADINGS OF LETTERS.**

In a business letter, the name of the place and the date should be written at the right of the page near the top.

In a letter of friendship, the heading is usually written as in a business letter. Some writers prefer to place the date at the close of the letter, beginning near the left margin on a line below the signature.

The heading of a letter may occupy one, two, or three lines. When the heading occupies more than one line it should begin near the middle of the page, and about an inch from the top. The second line should be written a little farther to the right than the first, and the third still farther than the second. See the first example on the next page.

If the letter will not fill the page, then the heading should be written so low down that when the letter is finished the margins at the top and at the bottom of the page will be nearly equal.

The items of the heading should be separated by commas.

A comma is not used between the month and the day of the month, nor generally between the street number and the name of the street.

Notice that an abbreviation may be followed by both the period and the comma.

If the place in which you write has postal delivery, the name of the street and the number of the house may be written at the head of your letter; as :—



No. 19 Chestnut St.,  
Philadelphia, Pa.,  
May 23, 1897.

Write the heading that you would use when writing a letter from your own home.

The name of a school, hotel, or other public building in which you write may be given in the heading ; as :—

Board of Trade Building,  
Buffalo, Nov. 2, 1898.

If the place from which you write is not well known, the county in which it is situated should be given ; as :—

Oram, Scott County, Missouri,  
Aug. 21, 1898.

Write several headings similar to the examples given.

### SECTION LIII.

#### THE INTRODUCTION OF A LETTER.

The address of a letter may be written in one, two, or three lines, and should be commenced on a line below the heading, at the left of the page. Its parts should be arranged like the heading.

In a letter of friendship, the address, instead of being given in the introduction, may form a part of the conclusion. It is often omitted entirely.

When the address forms a part of the introduction, the salutation should be written on the line below it, as in the example on the next page.

Keene, New Hampshire,  
Dec. 25, 1898.

Rev. D. W. Hamilton,  
499 Walnut Street,  
Indianapolis, Ind.

Dear Sir : —

When the address does not form a part of the introduction, the salutation should be written on the line below the date, at or near the left-hand margin.

In the introduction of a letter, all words at the beginning of a line and all names should begin with capitals.

The parts of the address should be separated by commas. If the full address is given, it should be followed by a period.

The salutation may be followed by a comma, a comma and a dash, a colon, or a colon and a dash. The comma is used in the most familiar salutations, and the colon and dash in the most formal. See the salutation above and those on pages 48 and 49.

In a business letter to a lady, the salutation Madam, or Dear Madam, may be used, or the salutation may be omitted. Other forms of salutation are My dear Mrs. Smith, Dear Miss Smith.

#### SECTION LIV.

##### THE BODY AND THE CONCLUSION OF A LETTER.

The body of a letter should begin usually on the line below the salutation.

The body of a letter, if long, should be divided into paragraphs.

**A paragraph consists of a single sentence, or of several sentences closely related to one another in thought.**

The first line of a paragraph begins farther from the margin than the other lines. How many paragraphs on this page?

The conclusion of a letter should begin on a line below the body of the letter, and should be arranged like the heading.

In a letter to a stranger, the signature should be written full enough to indicate the sex of the writer.

The complimentary close of a letter should contain no abbreviations. It should be followed by a comma. The words commencing lines should begin with capitals.

Write several forms for the conclusion of a letter.

#### **SECTION LV.**

##### **THE SUPERScription OF A LETTER.**

The superscription of a letter is the address upon the envelope. It includes the name and the title of the person to whom the letter is sent, together with the necessary post-office direction.

The superscription may be arranged and punctuated as was shown in the forms for the introduction of a letter. Other forms are shown on the next page.

The commas at the ends of the lines of the superscription, and the periods except those that are parts of abbreviations, may be omitted if the writer prefers.

Business envelopes usually have directions for their return either printed or written on the upper left-hand corner.

The postage stamp should be placed near the upper right-hand corner of the envelope.

Copy the following forms for the superscription of envelopes : —

Mr. C. N. Rideout,  
Supt. of Schools,  
New Haven,  
Conn.

Hon. John Y. Smith,  
St. Louis,  
Introducing                      Mo.  
Mr. Peter Brown.

Miss Maggie Colgate,  
287 Maple St.,  
Atlanta, Ga.  
Care of H. S. Earl, Esq.

Write in proper form the following addresses : —

Rev H L Darrows Trinity Church Nashville Tenn

Rev A S Hewitt 48 Chestnut St Des Moines Iowa

Frank R Switzer Esq Prin of Normal School Lockport N Y

Dr F P Stowell President Jones College Columbia Texas

Messrs Payne and Brothers Publishers 14 South St Cincinnati Ohio

The Star Mfg Co 22 East 42d St New York City

Col Perry M Davis Annapolis Md

Hon B F White 19 Girard Building Louisville Kentucky

Miss Kate R Gordon 30 Tower St Kingston Jamaica

Prof A E Bennett 54 Rue de Rivoli Paris France

### SECTION LVI.

#### BUSINESS LETTERS.

Copy the following letter : —

42 N. Main St., Indianapolis, Ind.,  
Dec. 16, 1899.

Harper & Brothers,

Franklin Square, New York.

Gentlemen : — Enclosed please find draft for three dollars (\$3.00) for one year's subscription to Harper's Monthly Magazine, beginning with the January number.

Yours truly,

Harold B. Roberts.

Business letters should be brief and clear.

An answer to a business letter should begin by acknowledging the receipt of that letter and speaking of its contents.

When you write requesting a favor which will not benefit the one granting it, enclose a stamp for the return postage.

Write a letter to Perry Mason & Co., Boston, Mass., ordering *The Youth's Companion* for a year.

Write a letter to a book dealer, ordering some books to be sent you by express.

Write to the publishers of *St. Nicholas* as though enclosing money for two subscriptions to that magazine. Request that one of the magazines be sent to a friend's address, and the other to your own.

Write to some firm, and order a pair of skates.

## SECTION LVII.

### SUBJECTS FOR LETTERS.

TO THE TEACHER.— The following subjects for letters are inserted together for your convenience in assigning work. They are not to be taken consecutively nor continuously. It will be well to assign occasionally one of these subjects for a letter to be written by the class ; or other subjects more closely connected with the school or the school studies may be used instead. The class should write at least one letter every month.

1. Suppose that your mother is ill, and that you must stay away from school for a few days. Write a note, explaining your absence, to be taken by a classmate to your teacher.

Write on the envelope, below and at the left of the address, the words "Kindness of" and your classmate's name.

2. Write a letter to a young friend, and invite him to go with you to a ball game on Saturday.

3. Write to a classmate, and ask him to go fishing with you. Describe the place to which you intend going.

4. Write a note to be sent to the grocer for groceries.

5. Write to an absent member of your family, and tell how you spent your Christmas. Send affectionate words from all.

6. Suppose that you have just moved into a new house. Describe the house in a letter to a friend.

7. Write a letter telling about your first visit to the country. If you live in the country, write about a visit to the city.

8. Write a letter containing an account of the manner in which you spent one day of your last vacation.

9. Imagine that you visit such cities, countries, mountains, lakes, rivers, or mines, as your teacher may name. Write to your classmates an account of your imaginary journey. Think what you would like to have written to you about these places, and make an outline before you write.

10. Suppose that you are away from home, spending your vacation, and that before leaving you promised to write to one of your classmates. Write a letter and explain what has prevented you from writing sooner. Tell all the incidents of your journey which you think will interest your friend. Describe your surroundings, and tell how you rest and amuse yourself. Inquire how your friend is spending the time. Send messages to other friends.

11. Write a reply to the preceding letter, and answer all questions. Say how glad you are that your friend is having so good a time. Write the news that you know he will be

pleased to hear. Assure him that you will be glad to welcome him home again. Close with affectionate greetings.

12. Write a letter to your father, who is absent from home, and tell him all about the burning of a neighbor's house. Describe the fire as you saw it. Speak of the efforts made by firemen and neighbors to save the furniture. Give the probable cause of the fire. Describe the ruins. Speak of the fears which you had that your own house might catch fire, and tell what was done to prevent this. Finally, say how sorry you are for your neighbors, and how thankful that your own house was not burned.

13. Describe a visit which you have made to some museum, public building, park, or other place of interest.

14. Write a letter describing a visit to some manufacturing establishment.

15. You were expected by a friend upon a certain train. You missed the train. Write to that friend, explaining how the mishap arose, and expressing regret for the disappointment caused.

#### FOR GIRLS.

16. Martha Hopkins's mother gives her a birthday party. She will be twelve years old on the thirtieth of November. Write Martha's letter of invitation to Julia Simmons.

17. Write Julia's letter to her aunt in Roxbury, Mass., giving an account of the party.

18. Write to a friend, and tell what May Jones said to you at recess the next day about the party.

#### FOR BOYS.

19. Ben Johnson's father is going to take him and a few of his friends on a fishing excursion. Write Ben's letter to Jasper Coates, inviting him to go.



20. Write Jasper's letter to his uncle in Hampton, Va., giving him an account of the excursion.

21. Write a letter to a friend, and tell him what Will Aylesworth told you about the excursion.

### SECTION LVIII.

#### EXERCISE IN NARRATION.

#### A MUSIC LESSON.



Write an account of "A Music Lesson," which this picture illustrates. Write your account as if you knew the children, and had heard their lesson.

**SECTION LIX.****AN EXERCISE IN REPRODUCTION.****THE DOG AND THE SHEEP.**

A farmer once sold a flock of sheep to another farmer who lived some miles away, and lent him his dog to help drive the sheep home. The man who bought the sheep found the dog so useful that he decided to keep him, and so locked him up. In the night the dog managed to escape, and, supposing that the man had no more right to keep the sheep than to keep him, he collected all that had belonged to his master, and drove them home again.

Read this story carefully, close the book, and write the story in your own words.

Tell what you think of the man who bought the sheep, what you think of the dog, and what you think the owner of the dog did next.

**SECTION LX.****AN EXERCISE IN DESCRIPTION.****THE BLACKSMITH'S SHOP.**

How does a blacksmith's shop look? Describe the forge, the bellows, and the anvil. Tell what a blacksmith makes, what metal he works with, what tools he uses, what use he makes of a fire, and anything else that you know about his work.

**SECTION LXI.****AN INFORMATION LESSON.****THE CAMEL.**

Camels are used as beasts of burden in Arabia, and many other parts of Asia, and in the northern part of Africa. Without them men could not cross the deserts. The camel is often called "The Ship of the Desert."

The Arabian camel has but one hump, while the camel of Central Asia has two humps.

The camel is one of the most awkward-looking of animals. Besides the hump, he has clumsy-looking feet, bunches on his knees, a long neck, and hind legs so long as to seem out of proportion. The very peculiarities, however, which make him appear so awkward are the ones that make him the more useful for the work he has to do.

The hump of the camel is a storehouse for food, in the form of fat, which is slowly absorbed during his long marches. His broad, sprawling feet keep him from sinking into the sand. The bunches on his knees are tough, callous cushions, which prevent his being hurt when he kneels, as he always does while being loaded or when resting.

The camel has two stomachs, the first of which is divided into cells, into which he can take several gallons of water, enough to last him several days.

Camels are naturally gentle and obedient; but, if their drivers ill-treat them, they become angry and bite savagely.

Use the following outline in your reproduction of the account of the camel : —

Where the camel is found ; his appearance ; his peculiarities ; use of each peculiar feature ; his disposition.

### SECTION LXII.

#### THE STUDY OF A STANZA.

##### THE OLD OAKEN BUCKET.

How dear to this heart are the scenes of my childhood,  
When fond recollection presents them to view !  
The orchard, the meadow, the deep, tangled wildwood,  
And every loved spot that my infancy knew.  
The wide-spreading pond, and the mill that stood by it ;  
The bridge and the rock where the cataract fell ;  
The cot of my father, the dairy house nigh it,  
And e'en the rude bucket which hung in the well —  
The old oaken bucket, the iron-bound bucket,  
The moss-covered bucket which hung in the well.

SAMUEL WOODWORTH.

Do you think the author of this stanza was a young man ? Why ? Where did he live when a boy ? How do you know that his memories of his home were pleasant ?

What is a *scene* ? What is a *fond recollection* ? Name some scenes that he remembered with affection. What is the difference between an *orchard* and a *meadow* ? What is the difference between *infancy* and *childhood* ?

In what ways do you think the author spent part of his boyhood days?

What does he mean by the *cot* of his father? What is a *dairy house*? Why do you think his father's farm was a large one? Give two reasons for thinking that the author spent several years on this farm.

What is a *bucket*? What words are used to describe it? What is the difference between a well and a spring? How do you think the bucket was hung in the well?

Why is the title of this piece "The Old Oaken Bucket"? Do you think this stanza the whole of the piece? Why?

Write a description of the author's boyhood home as you picture it to yourself.

### SECTION LXIII.

#### AN EXERCISE IN DESCRIPTION.

##### SILK.

What is silk used for? In how many forms have you seen it? Is it as useful as cotton or wool? Which of the three is most beautiful? What is the difference in appearance and use between silk cloth and cotton cloth? Between silk cloth and woollen cloth? Do you know from what silk is made? Can you tell anything about the history of silk manufacture?

Write all that you know about silk and its uses.

SECTION LXIV.

A DIALOGUE.

THE SISTERS.



Describe this picture.

Write the dialogue these two children are carrying on.

**SECTION LXV.****AN EXERCISE IN DESCRIPTION.****THE HORSE.**

Write a description of the horse. Speak of his size in comparison with that of other animals that you know about. Describe his different parts.

Tell about the usefulness of the horse, and his special fitness for what he has to do.

Tell any story you know illustrating the good qualities of the horse.

**SECTION LXVI.****A STORY TO BE COMPLETED.**

Write a complete story from the following hints :—

Arab lost in desert. Wandered two days. Found nothing to eat. Saw bag in sand. Full of pearls. Disappointed. Cried out, "It is only a bag of pearls!"

Are not pearls valuable? Why was the Arab disappointed?

**SECTION LXVII.****EXERCISES IN DESCRIPTION.****GAMES.**

1. Name three or four games which you know how to play. Describe very carefully how to play the one you like best of all.

2. Describe carefully how to play some other game.
3. If you are a boy, describe some game you have seen played only by girls. If you are a girl, describe some game you have seen played only by boys.

### SECTION LXVIII.

#### AN INFORMATION LESSON.

##### SILK.

Cloth is made not only of cotton and of wool, but also of silk. Silk is a fiber produced by the silkworm.

The worms are very delicate and liable to die from changes of weather; therefore great care is taken of them. They are fed on mulberry leaves.

You know that a caterpillar becomes a chrysalis and then a butterfly. Like the caterpillar, the silkworm spins about itself a covering called a cocoon, from which, after a while, it comes out a moth. The silkworm spins its cocoon as the spider spins its web.

The cocoons are gathered and thrown into hot water, which loosens the silk threads from which the cocoons are spun. The threads are unwound from the cocoons and wound upon reels. From these threads cloth is made.

Silk was first made in China, but it is now made in several countries of Europe and in the United States. Much of the silk used in this country is brought from France.

Read, make an outline, then close the book, and write the lesson from memory.



## SECTION LXIX.

## A DIALOGUE.

## THE VISIT.



Write in the form of a dialogue what these two girls are saying to each other.

**SECTION LXX.****AN EXERCISE IN REPRODUCTION.****THE MAN AND HIS DOG.**

A man had a dog which once had been very useful to him, but now was old. He bought another dog and decided to drown the old one. He went to the river, hired a boat, and, with the dog in the boat, rowed out to where the water was very deep. He then threw the dog into the water, and every time the poor dog swam to the boat, his master pushed him away with his oar. Once, in doing this, the man leaned over too far and fell into the water. He could not swim and would certainly have drowned, if his good old dog had not held him above water until help arrived.

Write this story in your own words. Tell what the man did, how you think he felt, and how he ought to treat his dog afterwards.

Describe two pictures which you think would illustrate this story.

**SECTION LXXI.****AN EXERCISE IN DESCRIPTION.****OUR FLAG.**

Describe our flag. Tell how many stripes it has, their color and arrangement. Describe the blue field, and tell how many stars there are in it. Do you know



why the flag has just that number of stripes ? Do you know why it has that number of stars ?

### SECTION LXXII.

#### AN EXERCISE IN REPRODUCTION.

##### THE HISTORY OF OUR FLAG.

Previous to the War of the Revolution, the American Colonies, which were subject to Great Britain, used, of course, the British flag. After the Declaration of Independence, made July 4, 1776, which declared the American Colonies to be an independent nation, with the name of The United States of America, the people no longer wanted to use the British flag, and began to make flags of their own. Several different ones were made and used, but the first one adopted by Congress was approved on the fourteenth of June, 1777. Congress

resolved "that the flag of the thirteen United States be thirteen stripes alternately red and white ; that the union be thirteen stars, white in a blue field, representing a new constellation." It is not known who designed the flag nor who offered the resolution.



This flag was used until 1794, when, in consequence of the admission of Vermont and Kentucky into the Union, it was voted to increase the number of stars and stripes to fifteen. This was done in May, 1795.

In May, 1818, after several more States had been added to the Union, it was voted that the flag should consist of thirteen horizontal stripes alternately red and white, the two outside stripes being red, and that the union should consist of twenty stars, white in a blue field ; one star to be added to the union on the admission of every new State.

Our flag now (1900) has forty-five stars to represent the forty-five States of the Union, and thirteen stripes to represent the thirteen original States.

Read any other accounts of the flag which you can find, and add the additional information to this account in your reproduction.

## SECTION LXXIII.

## THE STUDY OF A POEM.

## HURRAH FOR THE FLAG!

There are many flags in many lands,  
There are flags of every hue,  
But there is no flag, however grand,  
Like our own "Red, White, and Blue."

I know where the prettiest colors are,  
And I'm sure if I only knew  
How to get them here I could make a flag  
Of glorious "Red, White, and Blue."

I would cut a piece from an evening sky,  
Where the stars were shining through,  
And use it just as it was on high,  
For my stars and field of blue.

Then I'd want a part of a fleecy cloud,  
And some red from a rainbow bright ;  
And put them together side by side,  
For my stripes of red and white.

We shall always love the "Stars and Stripes,"  
And we mean to be ever true  
To this land of ours and the dear old flag,  
The Red, the White, and the Blue.

*Selected.*

Write a composition upon "Why Americans Love their Flag." Answer in your composition the following questions :—

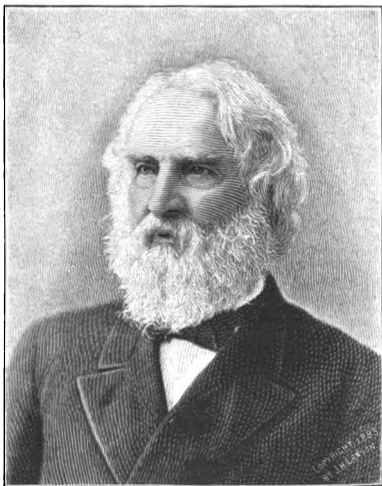
What does it represent to Americans? What do you think of its beauty? What does the author of this poem mean by being "true to the flag"? Can a boy or girl be untrue to the flag? How?

#### SECTION LXXIV.

##### AN EXERCISE IN REPRODUCTION.

##### HENRY W. LONGFELLOW.

Henry Wadsworth Longfellow, one of the greatest of American poets, was born in Portland, Maine, in the year 1807. He was so situated that he could obtain a good education, and he made the best use of his opportunities. He was graduated at Bowdoin College in 1825. While in college he excelled in the modern languages; and soon after his graduation he was appointed Professor of Modern Languages at Bowdoin, with the privilege of three years' study in Europe to fit himself for the position. Later he was appointed a professor in Harvard College. He studied another year abroad, and then spent the rest of his life in Cambridge.



Even as a child Longfellow delighted in good literature. While a student in college he wrote a few poems. While living in Cambridge, besides attending to his duties as a college professor, he wrote a great many beautiful poems, made many translations from foreign languages, and wrote some prose works. You have probably read his poem "Hiawatha," as well as "The Children's Hour," "The Village Blacksmith," and many other of his shorter poems.

During his life in Cambridge he resided in the Craigie House, which had been Washington's headquarters in 1775.

Longfellow was an upright man of beautiful character, and every one who knew him loved him. He was especially fond of children, and the children of Cambridge loved him dearly.

He died in Cambridge in 1882, greatly mourned by everybody. Fully has this wish of his been granted :—

"I hope as no unwelcome guest  
At your warm fireside, when the lamps are lighted,  
To have my place reserved among the rest,  
Nor stand as one unsought and uninvited."

#### SECTION LXXV.

#### AN EXERCISE IN DESCRIPTION.

#### COFFEE.

Tell how coffee looks when you buy it, and how it has been prepared. What use is made of it? Tell anything you may know about it.

SECTION LXXVI.

A DIALOGUE.

THE PETS.



Write in the form of a dialogue what this girl is saying to the large dog, and what he would like to say in reply.

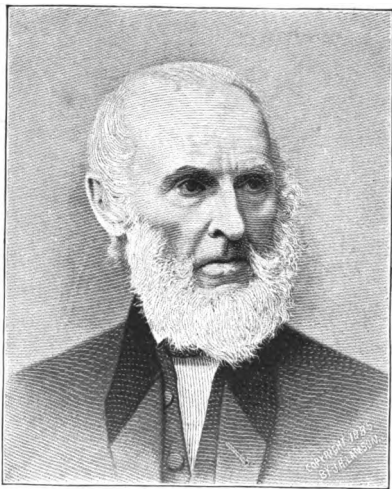


## SECTION LXXVII.

## AN EXERCISE IN REPRODUCTION.

JOHN G. WHITTIER.

John Greenleaf Whittier was born in Massachusetts in 1807, the same year in which Longfellow was born.



Like Longfellow, he was a gentle and good man, and a poet ; but, unlike him, he had small opportunities for education, for he lived and worked on a farm until he was eighteen years of age.

Whittier attended the district school, and spent two years in an academy. He afterwards taught school a few months ; but, until

he was well known as a poet, he supported himself mainly by editing newspapers.

In 1831 he began to publish his poems. His ballads and descriptions of natural scenery became very popular. You will enjoy reading his poems, especially "Snow-Bound," "Maud Muller," and "Barbara Frietchie."

Whittier was in his poetry, as he was in his life, ever brave and manly and helpful. Dr. Holmes said of

him, "He was one of the sweetest singers we ever had, or ever shall have."

Whittier had great sympathy for the negro slaves, and many of his poems were written about them, to interest the people in their behalf. He lived to see them free, and no one rejoiced more than he when slavery was at an end.

Because Whittier was always faithful to the principles and customs of the Society of Friends, he is often called the "Quaker Poet."

He died in 1892, nearly eighty-five years old.

### SECTION LXXVIII.

#### AN EXERCISE IN DESCRIPTION AND NARRATION.

##### THE SHIPWRECK.



Describe this picture.

Write the story of the shipwreck.

**SECTION LXXIX.****AN INFORMATION LESSON.****COFFEE.**

The coffee with which we are familiar is made from the seeds of the coffee plant. This plant grows in warm countries. It is an evergreen that grows naturally to ten or twenty feet in height, but by cutting is kept down to five or six feet in order to increase its flowering, and for convenience in gathering the fruit.

The pretty dark-green leaves are smooth and glossy, and the white flowers look like snowflakes scattered among them.

The fruit is a red berry which turns purple as it ripens ; it contains two seeds, and it is from these seeds that our coffee is made. They are called coffee beans. They are hard and tough when raw, and have to be roasted and ground to be made ready for use.

Coffee grows wild in some parts of Africa. From there it was introduced into Persia as early as the ninth century. From Persia it was carried into Arabia during the fifteenth century, and its use has since spread over all the world.

Coffee is raised in South America, in the East and West Indies, in Arabia, and in India.

Most of the coffee used in the United States comes from South America.

Make an outline, and write what you remember of this account of coffee.

**SECTION LXXX.****A STORY FROM OUTLINE.**

A Frenchman was imprisoned for plotting against his government. Placed in a cell of a tower by a lake. Friends planned his escape. Came in a boat to the tower before dawn. Attached a fine silk thread to a beetle. Put honey on beetle's nose and started the beetle up the wall. It crawled upward in search of honey. Reached cell window. Prisoner saw beetle. Pulled up silk. To silk was attached piece of twine, to the twine a cord, to the cord a rope, and to the rope a crowbar. Prisoner wrenched off iron bar. Fastened rope to another bar. Let himself down into the boat.

**SECTION LXXXI.****AN EXERCISE IN REPRODUCTION.**

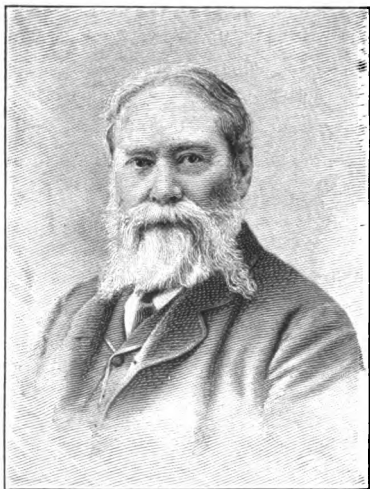
**JAMES RUSSELL LOWELL.**

James Russell Lowell was born on Washington's birthday in the year 1819. He was the son of a clergyman. From his father he inherited high intelligence and sound principles, while from his mother came poetic faculty and imagination. His father was a man of wealth, and was able to give him a good education. He was graduated at Harvard College in the year 1838, and from the Harvard Law School in 1840. After a brief practice of law he devoted himself to literature.

While editor of the *Atlantic Monthly* and later of the *North American Review*, he found time to write

many beautiful poems. Like Whittier, he was deeply interested in the abolition of slavery, and greatly helped the cause by his writings. His "Biglow Papers," written in the Yankee dialect, made him the champion of the Abolitionists.

In 1855 he succeeded Longfellow as Professor of Modern Languages and Literature in Harvard College. He held this position twenty years. During the administration of President Hayes, he represented the United States in Spain and afterwards in England.



Some of Lowell's poems of nature you will find very interesting. His "Vision of Sir Launfal," too, you will enjoy reading, — a poem which teaches that one should do the duty lying nearest to him, instead of searching for some more lofty,

ideal thing to do. Lowell became so deeply interested in writing this poem that he spent forty-eight hours upon it without stopping to eat or sleep.

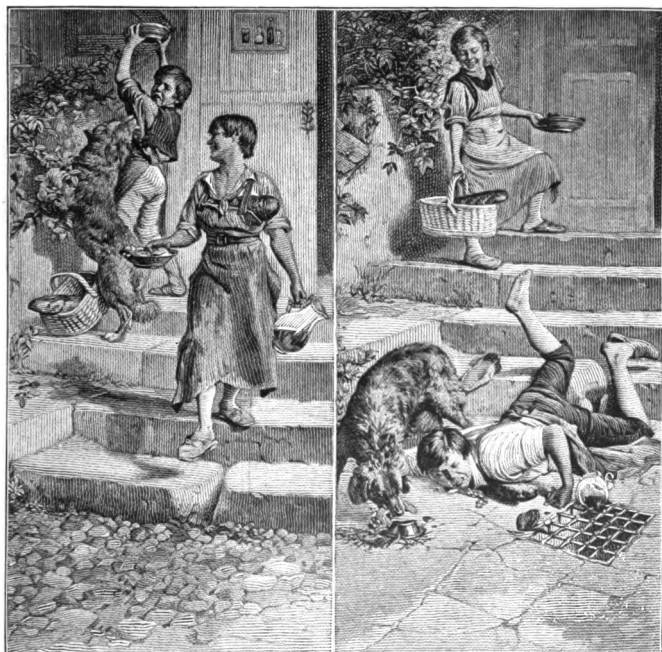
You will appreciate most of his poems better, however, when you are older. Lowell's upright character, his love for everything good, and his efforts to abolish evil, all can admire.

Lowell died in Cambridge in 1891.

SECTION LXXXII.

AN EXERCISE IN NARRATION.

THE UNKIND BOYS.



Write the story that is told by these two pictures.

Begin by describing the scene in the first picture. Tell what is the trouble with one of the boys, and what the other boy is saying.

Then tell what happened, as shown in the second picture.

## SECTION LXXXIII.

## AN EXERCISE IN DESCRIPTION.

## THE SQUIRREL.

The pretty red squirrel lives up in a tree,  
A little blithe creature as ever can be;  
He dwells in the boughs, where the stock-dove broods,  
Far in the shades of the green summer woods.  
His food is the young juicy cones of the pine,  
And the milky beechnut is his bread and his wine.  
In the joy of his nature, he frisks with a bound  
To the topmost twigs, and then down to the ground;  
Then up again, like a wingèd thing,  
And from tree to tree with a vaulting spring;  
Then he sits up aloft, and looks waggish and queer,  
As if he would say, "Ay, follow me here!"  
And then he grows pettish, and stamps his foot;  
And then independently cracks his nut:  
And thus he lives the long summer through,  
Without a care or a thought of sorrow.  
But, small as he is, he knows he may want  
In the bleak winter weather, when food is scant.  
So he finds a hole in an old tree's core,  
And there makes his nest and lays by his store;  
Then when cold winter comes, and trees are bare,  
When the white snow is falling, and keen is the air,  
He heeds it not, as he sits by himself,  
In his warm little nest, with his nuts on his shelf.  
Oh, wise little squirrel! No wonder that he  
In the green summer woods is as blithe as can be!

MARY HOWITT.

What words in the first two lines describe the squirrel? Where does the squirrel live? Upon what does he feed? How does he show his joy? What forethought does he have? Where does he make his nest? What does he bring to it? What does he do in winter?

Describe the squirrel and the way in which he lives during the different seasons of the year.

#### SECTION LXXXIV.

##### AN EXERCISE IN NARRATION.

###### SOME EVENT.

Write an account of the most interesting event in your own life.

Tell about it just as it occurred, and make the account as complete as you can.

Perhaps you will write about a visit, a journey, a sleigh ride, a sail, an entertainment, or even an accident.

#### SECTION LXXXV.

##### AN EXERCISE IN DESCRIPTION.

###### TWO PICTURES.

An old farmhouse with meadows wide  
And sweet with clover on each side ;  
A bright-eyed boy who looks from out  
The door with woodbine wreathed about,  
And wishes his one thought all day :



"Oh, if I could but fly away  
From this dull spot the world to see,  
How very happy I should be!"

Amid the city's constant din,  
A man who round the world has been,  
Who 'mid the tumult and the throng  
Is thinking, thinking all day long:  
"Oh, could I only tread once more  
The field path to the farmhouse door,  
The old green meadow could I see,  
How very happy I should be!"

Describe the picture that comes to your mind as you read the first stanza. Describe the picture that comes to your mind as you read the second stanza.

Explain why the boy longs to leave the farmhouse, and why the man longs to return to it.

#### SECTION LXXXVI.

#### AN EXERCISE IN REPRODUCTION.

OLIVER WENDELL HOLMES.

Until recently an old gambrel-roofed house stood in Cambridge, not far from the Washington Elm, and near where the Law School of Harvard University now stands. In that house, on the 29th of August, 1809, Oliver Wendell Holmes was born. He spent his boyhood in Cambridge. Unlike Whittier and Emerson, he was not poor; and he had the advantage of his father's well-filled library.

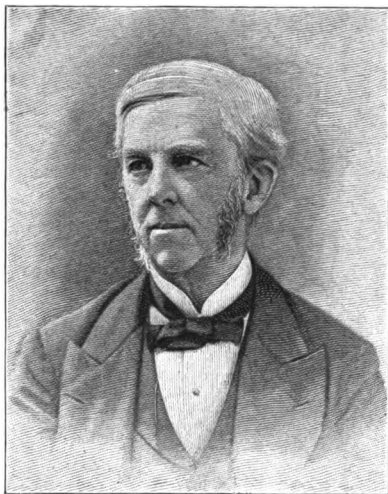
Holmes was graduated at Harvard in 1829. He then studied law for two years, but afterwards decided to practise medicine. His medical studies were carried on both in Boston and in Paris, and he practised medicine for many years very successfully.

He was Professor of Anatomy and Physiology at Dartmouth and later at Harvard. His medical books alone would have made him well known, but his fame rests chiefly upon his works in literature, both prose and poetry.

Many of his writings are very witty, but he could also be serious. Among his best serious poems are "Old Ironsides" and "The Chambered Nautilus." His most famous book is "The Autocrat of the Breakfast Table."

When seventy-five years old, he wrote to the school children of Cincinnati: "If you will remember me by 'The Chambered Nautilus,' or 'The Promise,' or 'The Living Temple,' your memories will be a monument I shall think more of than any of bronze or marble."

Oliver Wendell Holmes died Oct. 7, 1894, outliving Longfellow, Lowell, Whittier, and Emerson, who form, with him, the famous group of New England authors.



## SECTION LXXXVII.

## AN EXERCISE IN DESCRIPTION AND NARRATION.

## THE YOUNG PAINTER.



Describe this picture. Write in the form of a dialogue what the two boys are saying. Tell a story which the picture suggests.

## SECTION LXXXVIII.

## THE STUDY OF A POEM.

## A POUND, SIR.

The good ship lies fast at her mooring,  
Keel, rudder, bows, stern, spars — complete,  
And white waves with eager alluring  
Spread ermine robes just at her feet ;  
A wind from the westward is speeding  
To lift the broad sails — but, behold !  
Some secret flaw still is impeding  
The launch of the vessel ; and old,  
Wise builders stand speechless with wonder  
And bodings, for never before  
Was known this strange failure to sunder  
The spurs of a ship from the shore !  
Yet while the whole crowd idly gazes  
In helpless astonishment, lo !  
A little lad suddenly raises  
His voice, saying, “ Captain, I know  
I’m small, but then, when I’m standing —  
A pound, sir, I push, at the least ! ”  
And running right down to the landing  
Before the loud laughter has ceased,  
The eager child presses his shoulder  
Against the broad side of the ship,  
When, presto ! the slight bonds that hold her  
Give way ! and the supple bows dip  
Anon, with a free, graceful motion,  
The waters that woo her with song ;

And now to the broad, boundless ocean  
Her strength and her beauty belong !  
For you see it was only "a pound, sir,"  
That measured, just then, the ship's need ;  
And the brave little "wide awake" found, sir,  
The right point of pressure, indeed.  
In our world just such helpers are wanted —  
Such tiny feet ready and swift,  
For often a child's faith undaunted  
The gravest of burdens may lift !

*Selected.*

Read this poem carefully several times, and then write what you think of the boy. What good qualities are suggested by his action? Is there any lesson that we might learn from this poem?

### SECTION LXXXIX.

#### AN EXERCISE IN REPRODUCTION.

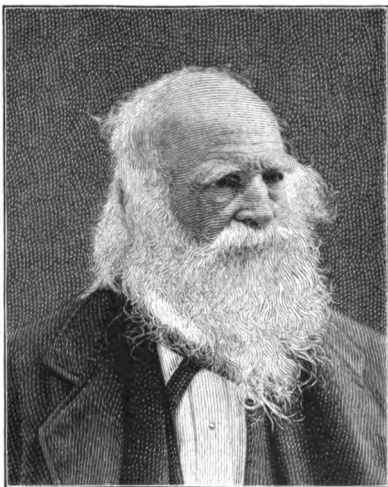
WILLIAM CULLEN BRYANT.

William Cullen Bryant was the earliest of our great American poets. Although he was born in Massachusetts, most of his life was passed in New York, and we do not associate him with the famous five New England poets, all of whom were living and writing at the same time with him.

He was born in the year 1794. His father was a country doctor, without much means, and not able to send his son through college, although he looked carefully after his education. Bryant entered college, but

left before the end of the first year, and began the study of law. He was admitted to the bar in 1815, and practised law for ten years in Massachusetts ; but his literary tastes drew him away from his profession. In 1825 he removed to New York, and the year following became editor of the New York Evening Post, with which he retained some connection until his death.

His poetical genius manifested itself when he was very young. "Thanatopsis," one of the finest poems ever written, was composed by him before he was eighteen years old.



Bryant wrote much both in prose and in poetry. Many of his prose writings were letters of travel. His later poems were translations.

"The best poetry," Bryant said, "is that which is always simple and always luminous." Bryant's poems are all characterized by simplicity and clearness. Read his "Robert of Lincoln," "The Planting of the Apple-Tree," and "The Crowded Street."

Both in his life and in his writings he showed a strong love of nature and of his country, two indications of a good and noble man.

Bryant died in 1878.

## SECTION XC.

## THE STUDY OF A POEM.

## THE GLADNESS OF NATURE.

Is this a time to be cloudy and sad,  
When our mother Nature laughs around,  
When even the deep blue heavens look glad,  
And gladness breathes from the blossoming ground ?

There are notes of joy from the hang-bird and wren,  
And the gossip of swallows through all the sky.  
The ground-squirrel gaily chirps by his den,  
And the wilding bee hums merrily by.

The clouds are at play in the azure space,  
And their shadows at play on the bright green vale,  
And here they stretch to the frolic chase,  
And there they roll on the easy gale.

There's a dance of leaves in that aspen bower ;  
There's a titter of winds in that beechen tree ;  
There's a smile on the fruit, and a smile on the flower,  
And a laugh from the brook that runs to the sea.

And look at the broad-faced sun, how he smiles  
On the dewy earth that smiles in his ray,  
On the leaping waters and gay young isles, —  
Ay, look, and he'll smile thy gloom away.

Copyrighted. Used by permission of  
D. Appleton & Company.

WILLIAM CULLEN BRYANT.

Describe the fields and forests as they look in summer  
and in winter.

## PART II. — ELEMENTARY GRAMMAR.

---

### SECTION I.

#### THE SENTENCE.

[Review Sections I and II, Part I.]

Words are used to express thought.

**A group of words that expresses a complete thought is called a sentence.**

What is a sentence?

The groups of words below are sentences. Why are they sentences?

- |                |                 |
|----------------|-----------------|
| 1. Horses run. | 3. Dogs bark.   |
| 2. Birds fly.  | 4. Fishes swim. |

Give five other sentences.

See how many sentences you can find on this page.

**TO THE TEACHER.**—Children may recite very glibly the definition of a sentence with very little recognition of what a sentence really is. The mere definition will help them but little to this knowledge.

A good exercise to develop the power of distinguishing between a sentence and a part of a sentence is to write upon the black-board, or dictate to the class, the words of several sentences without break, capitals, or punctuation, and then require the class to separate these words properly into sentences.

The composition exercises of the pupils may be made to serve the same purpose.



## SECTION II.

## THE SENTENCE.—SUBJECT AND PREDICATE.

1. John is reading.
2. Mary writes.
3. The teacher rings the bell.
4. The fire warms the room.

About whom is something said in the first sentence? In the second? In the third? About what is something said in the fourth sentence?

Who is spoken of in the first sentence? In the second? In the third? What is spoken of in the fourth sentence?

TO THE TEACHER.—This tautological form of questioning is often serviceable in oral instruction. The first set of questions leads the pupil to the thought, the second leads him to recognize the form of words in which the thought is expressed.

**The part of the sentence which tells what person or thing is spoken of is called the subject of the sentence.**

What is the subject of the first sentence? Of the second? Of the third? Of the fourth?

What is said about John in the first sentence? About Mary in the second? About the teacher in the third? About the fire in the fourth?

**The part of the sentence which tells something about the person or thing spoken of is called the predicate of the sentence.**

What is the predicate of the first sentence? Of the second? Of the third? Of the fourth?

What is the subject of a sentence? What is the predicate of a sentence?

1. The dog came into the room.
2. The boy is dressed in a sailor suit.
3. He is on his way to school.
4. The old dog saved his master from drowning.

What is spoken of in the first sentence? (The dog.) What is said about the dog in the first sentence? (came into the room.) What is the subject of the first sentence? What is the predicate?

Tell the subject and the predicate of each of the sentences above.

[The subject of a sentence is a word or words, and not the person or thing for which the subject stands.]

### SECTION III.

THE SENTENCE.—DECLARATIVE, INTERROGATIVE,  
IMPERATIVE, AND EXCLAMATORY.

#### DECLARATIVE SENTENCES.

Write sentences telling something about :—

a dog, a man, an apple, a rainbow, some boy in school.

What is the subject of the sentence you have written about a dog? What is the predicate? Tell the subject and the predicate of each sentence which you have written.

The sentences you have written tell something.

**A sentence which tells something is called a declarative sentence.**

What kind of sentences, then, have you written ?

A declarative sentence is often called a statement.

Write five other declarative sentences.

How is a declarative sentence punctuated ?

#### INTERROGATIVE SENTENCES.

1. How many wings has a butterfly ?
2. Will Ernest come to school to-morrow ?
3. Did Rose know her lesson yesterday ?
4. What rules for the use of the comma do you know ?

These sentences do not tell anything ; each sentence asks a question.

**A sentence which asks a question is called an interrogative sentence.**

What kind of sentences are those above ? Why do you call them so ?

An interrogative sentence is often called a question or an inquiry.

How many interrogation points do you find on this page ? How many interrogative sentences are there on this page ? How many declarative sentences ?

Write five interrogative sentences.

How is an interrogative sentence punctuated ?

**IMPERATIVE SENTENCES.**

1. Be still.
2. May happiness always attend you.
3. Please write soon.

Is any one of these sentences a statement? Is any one of them a question? The first sentence expresses a command; the second expresses a wish; and the third, a request.

**A sentence which expresses a command, a wish, or a request, is called an imperative sentence.**

Find nine imperative sentences on this page.

Write five imperative sentences.

**EXCLAMATORY SENTENCES.**

1. I am as happy as happy can be!
2. Where is there a place like home!
3. Touch not a single bough!

The first of these sentences is in the form of a statement, the second is in the form of a question, and the third is in the form of a command. Each sentence is also exclamatory, because it expresses strong feeling.

**A declarative, interrogative, or imperative sentence, which expresses sudden or strong feeling may be called an exclamatory sentence, and be followed by an exclamation point.**

Write two exclamatory declarative sentences. Write two exclamatory interrogative sentences. Write two exclamatory imperative sentences.

## DICTATION.

Write from dictation the following sentences, and tell what kind of sentence each one is : —

1. Is it raining, little flower ?
2. Be glad of rain.
3. Too much sun would wither thee.
4. 'T will shine again.
  
5. Can you make a rose or a lily, just one ?
6. Can you catch a beam of the golden sun ?
7. Can you count the raindrops as they fall ?
8. Can you count the leaves on tree-tops tall ?
  
9. How beautiful these flowers are !
10. Little strokes fell great oaks.
11. Be active, obedient, obliging, and true.
12. Woodman, spare that tree !
13. What a noble deed that was !

## SECTION IV.

## THE NOUN.

Write the names of five things to be seen : —

in the schoolroom, at home, on the way to school.

**A word used as a name is called a noun.**

How many nouns have you written ?

1. The mountain is covered with snow.
2. In winter, boys skate on the ice in the river.
3. In summer, farmers cut the grass and make hay.

4. Grammar and arithmetic are taught in our school.
5. Rose, what has become of thy delicate hue?
6. And where is the violet's beautiful blue?

Find two nouns in the first of these sentences ; four in the second ; four in the third ; and three in the fourth. How many nouns do you find in the fifth and sixth sentences ?

Name the nouns in your geography lesson to-day.

Name the nouns in your arithmetic lesson.

Name the nouns in the first paragraph of your reading lesson.

#### SECTION V.

##### THE NOUN.—COMMON AND PROPER.

In a class are Sadie Grant, Sarah Brayton, Rachel Mowry, Martha Robinson, William Gorman, Alfred Peterson, David Crockett, Joseph Bush, and Samuel Henderson.

How many girls are there in the class ? How many boys ? How many persons all together ?

To how many in the class may the name *person* be applied ? To how many may the name *boy* be applied ? To how many may the name *David Crockett* be applied ?

Some names may be applied to each of several persons, while other names are applied to one person only.

When a name, like *boy*, may be applied to each of several persons, we say that it is common to them.

When a name, like *David Crockett*, may be applied to one person only, we say that it is a proper name.

**A name that may be applied to any one of a class of persons or things is called a common noun ; as : —**

boy, girl, dog, city, river.

**A name by which some particular one of a class is known from others of the same class is called a proper noun ; as : —**

Mary, Fido, New York, Hudson, David Crockett.

Which of the nouns in the sentences below are common nouns, and which are proper nouns ?

1. In Pennsylvania there are many coal mines.
2. The St. Lawrence is a large river.
3. The waves of the ocean roll very high.
4. The Atlantic Ocean is between America and Europe.

## SECTION VI.

### THE NOUN.—SINGULAR AND PLURAL.

Read the following nouns, and tell which of them mean only one person or thing, and which mean more than one person or thing : —

ball, balls ; boy, boys ; girl, girls ; school, schools ; church, churches ; daisy, daisies ; box, boxes.

**A noun that means but one is said to be a singular noun, or to be in the singular number.**

**A noun that means more than one is said to be a plural noun, or to be in the plural number.**

Which of the nouns above are in the singular number ? Which are in the plural number ?

Write five nouns in the singular number, and then change them to the plural number.

Write the plural of each of the following nouns : —

horse cow dog duck boy girl arm hand

How is the plural of each of these nouns formed ?

- I. The plural of nouns is usually formed by adding s to the singular.**
- 

Write the plural of : —

class coach fox fish arch church  
dish watch wish speech glass box

How is the plural of each of these nouns formed ?

- II. When the singular ends in a sound that will not unite with the sound of s, the plural is formed by adding es.**
- 

Write the plural of : —

calf wolf half shelf knife wife life loaf

How is the plural of each of these nouns formed ?

- III. The plural of some nouns ending in f or fe is formed by changing f or fe to ves.**
- 

TO THE TEACHER. — The remainder of this Section may be omitted if it seems best to do so.



Write the plural of : —

lady	fairy	city	daisy
body	berry	duty	baby
story	belfry	lily	pony

Write the plural of : —

money	day	vanity	monkey
chimney	toy	pulley	cherry
journey	key	valley	turkey

How is the plural of each of these nouns formed ?

- IV. The plural of most nouns ending in y preceded by a vowel is formed by adding s to the singular ; the plural of nouns ending in y preceded by a consonant is formed by changing y to ies.**
- 

Write the plural of : —

mouse	man	tooth	ox
goose	woman	child	foot

How is the plural of each of these nouns formed ?

- V. The plural of some nouns is formed irregularly.**

Write five nouns that form their plurals according to Rule I ; five, according to Rule II ; five, according to Rule III ; five, according to Rule IV. Write five nouns that form their plurals irregularly.

What nouns can you find in your reading lesson ? Which of them are singular ? Which are plural ?

## SECTION VII.

## THE NOUN.—THE POSSESSIVE FORM.

[With this Section study Section XXXIII, page 32.]

Copy the following sentences :—

1. The boy's book is torn.
2. The girl has lost her doll.
3. The girl's doll is lost.

Which of the nouns in these sentences show ownership or possession ?

**The form of a noun which denotes ownership or possession is called the possessive form.**

1. Is this the boy's hat ?
2. This is John's book.
3. The farmer's wagon is heavily loaded.

Which nouns in these sentences have the possessive form ? What has been added to the words *boy*, *John*, and *farmer* to show that they own or possess something ?

**The possessive form of a singular noun is formed by adding 's (apostrophe s) to the simple form.**

Write five sentences containing singular nouns having the possessive form.

Study the following sentences, and tell in what two ways the possessive of plural nouns is formed :—

1. The men's wages have been paid.
2. He is called the children's friend.
3. What are women's rights ?

4. Birds' nests are the birds' homes.
5. The ladies' cabin was well filled.
6. The boys' opinions differed from those of the girls.

When a plural noun ends in s, its possessive is formed by adding the apostrophe only.

When a plural noun does not end in s, it forms its possessive as a singular noun does.

Write five sentences containing plural nouns in the possessive case.

What is the difference in meaning between "the lady's gloves" and "the ladies' gloves"? "The servants' wages" and "the servant's wages"?

Turn to a page in your reader and make a list of the nouns on the page. Are any of the nouns in the possessive case?

## SECTION VIII.

### EXERCISE. — NOUNS.

Find the nouns in the paragraph below : —

The bees, the crickets, the grasshoppers and speckled butterflies, the curious little squirrels, the shy rabbits, the bluejays, the chattering sparrows, the cooing doves, and the quails — all are filled with life like ours. They are our little brothers and sisters in humble form, and we owe them love, care, and remembrance.

See if you have found seventeen nouns in this paragraph.

## SECTION IX.

## THE ARTICLE.—INDEFINITE AND DEFINITE.

Write in one column several nouns before which *a* may be used, and in another column as many more before which *an* may be used.

The letters a, e, i, o, and u are called vowels ; the other letters of the alphabet are called consonants. U following q is a consonant.

The letters w and y are sometimes vowels and sometimes consonants.

In which of the columns that you have written, do the words begin with vowel sounds? In which do they begin with consonant sounds?

Complete the following sentence by adding a series of at least ten nouns preceded by *a* or *an* : —

There are in this room ... ..

What rule can you make for the use of *a* and *an*?

If I should say, "A boy fell on the steps yesterday," I should not refer to any particular boy. But if I should say, "The boy fell on the steps yesterday," then I should mean some particular boy whom we know.

What is the difference in meaning between "The flower smells sweet" and "A flower smells sweet"?

In which of these sentences is a particular flower referred to?

A or an is called the indefinite article because it does not point out a particular object.

The is called the definite article because it points out a particular object.

## SECTION X.

## THE ADJECTIVE.

Copy the following, and complete each sentence by adding appropriate words : —

1. Are all apples . . . ?
2. Some apples are . . . , but some apples are . . .
3. Some boys are . . . , but some boys are . . .
4. Some girls are . . . , but some girls are . . .
5. Some lines are . . . , and some are . . .
6. Some lessons are . . . , and some are . . .
7. The . . . boy studies well.
8. The . . . well has water.
9. A . . . and . . . girl is loved by her companions.
10. A . . . box is better than a . . . box.

Write in a column all the words you have inserted in these blanks, and at the right of each word put the noun which it describes ; thus : —

Sweet apples.

Sour apples.

Large boys.

The words *sweet*, *sour*, *large*, etc., add to or change the meaning of the nouns before which they are placed.

The word *modify* means to change, to limit, to qualify.

**A word which modifies a noun is called an adjective.**

The articles *a* or *an* and *the* are adjectives.

How many adjectives did you use in the blanks above?

Write two appropriate adjectives before each of the nouns below. Do not use the same adjective twice.

dog	sky	house	air	bee
snow	lake	chalk	river	paper
boat	flower	squirrel	child	carpet

Find the adjectives in the following sentences :—

1. These apples are sour.
2. The daisy is a pretty flower.
3. This is a long lesson ; but industrious pupils will learn it.
4. Mary wrote an excellent composition.
5. Come to school with clean hands and pleasant faces.
6. Stanley was an African explorer.
7. There are two ripe, juicy pears upon the table.

Find in your reader an interesting story in which are many adjectives.

[To find adjectives, look first for the nouns, and then for the words which describe them or limit them.]

Find the adjectives in the following stanza :—

Yes, go, little butterfly,  
Fan the warm air  
With your soft silken pinions  
So brilliant and fair ;  
A poor fluttering prisoner  
No longer you'll be ;  
There, out of the window,  
You are free — you are free !

## SECTION XI.

## THE ADJECTIVE.—COMPARISON.

We may say, “Mr. Smith is a tall man ; he is a taller man than Mr. Brown.”

*Tall* and *taller* are adjectives modifying the noun *man*. *Tall* is the simple form, and *taller* is the word *tall* changed in form to show that one man is compared with another.

If we say, “Mr. Smith is the tallest man in town,” we use the word *tallest* to show that Mr. Smith is compared with all the other men in town.

Of these forms we say *tall* is in the positive degree, *taller* is in the comparative degree, and *tallest* is in the superlative degree.

An adjective in the simple form is in the positive degree.

An adjective changed in its form, so as to show that an object is compared with one other object, is in the comparative degree.

An adjective changed in its form, so as to show that an object is compared with two or more other objects, is in the superlative degree.

Tell the degrees of comparison of the adjectives in the following sentences :—

1. Louise is a studious girl.
2. This is a colder day than yesterday.
3. New York is the largest city in America.
4. “If fun is good, truth is better, and love is best of all,” says Thackeray.
5. Next to love, sympathy is the divinest passion of the human heart.

## EXERCISES.—COMPARISON OF ADJECTIVES.

Write each word in the list below with an appropriate adjective before it; then write each word again with the adjective denoting the same quality in a greater degree; thus :—

A sweet flower,                      a sweeter flower.  
A beautiful child,                  a more beautiful child.

knife	watch	village	wood
cheeks	street	pony	mouth
sky	fruit	pupil	finger

---

Write each word in the list below with an appropriate adjective before it; then write each word again with the adjective denoting the same quality in a greater degree; then write each word a third time with the adjective denoting the same quality in a still greater degree than the second adjective indicates; thus :—

A tall man, a taller man, the tallest man.

An extensive forest, a more extensive forest, the most extensive forest.

room	wall	window	ceiling
carpet	sofa	field	forest
pond	coal	trees	river
lake	boat	ship	oars

Look over the adjectives you have written and see if the following rules are correct :—



Adjectives of one syllable, and some adjectives of two syllables form the comparative degree by adding r or er to the positive form, and the superlative degree by adding st or est to the positive form; as :—

large, larger, largest; yellow, yellower, yellowest.

Some adjectives of two syllables, and all adjectives of three or more syllables, prefix more or less to the positive to form the comparative, and most or least to the positive to form the superlative; as :—

timid, more timid, most timid; beautiful, more beautiful, most beautiful.

The following adjectives are compared irregularly :—

Positive.	Comparative.	Superlative.
good	better	best
bad }		
ill }	worse	worst
little	less	least
much }		
many }	more	most
far	{ farther	{ farthest
	{ further	{ furthest
near	nearer	{ nearest
		{ next
late	later	{ latest
		{ last
old	{ older	{ oldest
	{ elder	{ eldest

Tell the degree of comparison of each adjective in the following sentences :—

1. Ned is a better scholar than Joe. 2. The robin red-breast is prettier than the sparrow. 3. Which color do you like better, red or blue? 4. I like orange best of all the colors. 5. That is the smallest seed I ever saw. 6. It was the most frightful accident of the year. 7. It was the most beautiful sunset I had seen. 8. It was a more charming view than I expected to see. 9. London is the largest city in the world. 10. Iron is more useful than gold. 11. A diamond is harder than a ruby. 12. Who is the tallest boy in this class? 13. You have had a most delightful trip. 14. Helen is the better reader, but Julia is the better writer.

## SECTION XII.

### EXERCISES.—SELECTING THE RIGHT ADJECTIVE.

TO THE TEACHER.—Several lessons should be made of this Section in connection with lessons in Part I.

1. This apple is sweet.
2. That apple is sweet.
3. These apples are sweet.
4. Those apples are sweet.
5. These children gave me those apples.
6. Those children gave me these apples.

What is the difference in the meaning of the first and second sentences above? Of the third and fourth sentences? Of the fifth and sixth sentences?

*This* refers to an object near the speaker; *that* to an object away from the speaker.

*These* refers to several objects near the speaker; *those* to several objects away from the speaker.

Write the following sentences, selecting the proper words from those in the braces : —

1. Bring me { these }  
                  { those } pencils.
2. I like { that }  
              { those } kind of pens.
3. { That }  
   { These } sort of flowers is very pretty.
4. { This }  
   { These } kind of fruit is very healthful.

Write five sentences using *this* in each ; five, using *that*. Then change each sentence so as to make each noun plural.

What is the difference in the meaning of : —

High and tall ?

Nice and lovely ?

Low and short ?

Awful and grand ?

Write each of these words in a sentence in which the other word of the pair cannot be used.

---

*Fewer* means *smaller in number*.

*Less* means *smaller in quantity*.

Complete each of the following sentences by using *fewer* or *less* : —

1. Let there be . . . disturbance.
2. . . . people have left the city this summer because there is . . . sickness here.
3. She has even . . . good qualities than her sister.

4. There is . . . carelessness on this road, and therefore . . . accidents.

5. The congregation becomes . . . and . . . each week.

6. The . . . pains you take, the . . . will be your credit marks.

Write four sentences containing *fewer*, and four containing *less*.

---

*Funny* means *comical*.

*Strange* means *causing surprise*.

*Odd* means *uncommon, peculiar*.

Complete each of the following sentences by using *funny*, *strange*, or *odd* : —

1. It is very . . . that your letter was not received.

2. I read a very . . . story yesterday by Mark Twain.

3. How . . . it is that your friends failed to come !

4. That is an . . . coin ; I never saw one like it.

5. While we were laughing at the . . . antics of the monkey, we noticed, what seemed to us very . . . , that his master wore a very . . . and valuable ring.

6. She has just arrived from Holland, and her manners are very . . .

7. If something very . . . happens, it will be . . . if the children do not laugh.

Write five sentences containing *funny*; five containing *strange*; and five containing *odd*.

Explain why the italicized words in the following sentences are appropriately used : —

1. It is *funny* to see a dog chasing his tail. 2. There would be *fewer* accidents if people were *less* careless. 3. *These* kinds of flowers are beautiful, but *that* kind is more fragrant. 4. Whatever is laughable is *funny*. 5. It was a *strange* accident. 6. *That* sort of grapes is sour. 7. *Those* specimens are granite. 8. *These* kinds of nuts are good to eat. 9. The Chinese have *odd* customs. 10. Did you notice that man's *odd* manner? 11. The rushing flood was *awful* to see. 12. A storm at sea is an *awful* sight. 13. Yellowstone Park is noted for its *grand* scenery. 14. We had a *grand* view of the sunset. 15. What *nice* taste Mary has! 16. She is a very *lovely* girl, too. 17. Longfellow had a *lovely* character.

## SECTION XIII.

## THE PRONOUN.

- |    |   |                                   |
|----|---|-----------------------------------|
| 1. | { | Grace is a good girl.             |
|    | { | Grace studies diligently.         |
| 2. | { | Robert likes to play.             |
|    | { | Robert can run very fast.         |
| 3. | { | Girls love canaries.              |
|    | { | Girls like to hear canaries sing. |
- 
- |    |   |                              |
|----|---|------------------------------|
| 1. | { | Grace is a good girl.        |
|    | { | She studies diligently.      |
| 2. | { | Robert likes to play.        |
|    | { | He can run very fast.        |
| 3. | { | Girls love canaries.         |
|    | { | They like to hear them sing. |

Compare each pair of sentences above the line with the corresponding pair below. Do these sentences mean

the same in each case? Do you notice any difference in the words? In the sentences below the line, what words are used in the place of Grace, Robert, girls, canaries?

**A word used in the place of a noun is called a pronoun.**

Which are the pronouns in the sentences at the beginning of this Section?

*I, we, he, she, it, you, they,* are pronouns.

Write each of these pronouns as the subject of a declarative sentence.

Change the declarative sentences which you have written into interrogative sentences.

1. John has John's book which was given to John.
2. He has his book which was given to him.

In the second sentence, what pronouns are used in the place of the nouns *John* and *John's*?

Make a list of the pronouns in the sentences below:—

1. Am I my brother's keeper?
2. Will you do me a favor?
3. Sarah saw her brother fall, and she picked him up tenderly.
4. I am with you once again.
5. On his way to my house, he called upon his brother.
6. They asked us to call upon them. We promised them we would call at their home.
7. Our horse is lame. I fear his shoe hurts him.
8. Your brother helped us on our way.

After *is, are, was, were*, use the pronouns *I, he, she, we, or they*, and not *me, him, her, us, or them*.

Write from dictation the following sentences :—

1. It is we who are to blame.
2. That is he.
3. It is I.
4. This girl is she whom I mentioned.
5. He knew it was she.
6. It is he who does his best.
7. No, it cannot be they.
8. It must be she.
9. It was not I.
10. It was they who were writing.
11. It was not I who did it.
12. It is not he who came.
13. Whoever wins the prize, it will not be she.
14. Did you say it was they who called yesterday?

#### SECTION XIV.

##### EXERCISE.—SELECTING THE RIGHT PRONOUN.

What pronouns may be used in the first sentence below? In the second? In the third? In each of the remaining sentences?

1. It is . . . who is playing in the yard.
2. Is it . . . who are coming down the hill?
3. It is . . . who want to go, not . . .
4. It is . . . who said she would do it.
5. Who is there? It is . . .
6. Who is crying? You or he? It is . . .
7. Is it . . . who is drawing on the board?
8. Is it . . . who am expected to sing?
9. Was it . . . who said yes?
10. It will be . . . who will do it.
11. It was not . . . who mentioned it.
12. It does not seem to be . . .

## SECTION XV.

## THE VERB.

1. The scholar reads, writes, and recites.
2. The infant lies in the cradle, sleeps, and dreams.
3. The bird flies, the fish swims, water runs.

What words in these sentences *tell what some person or thing does*? Such words are called verbs.

1. The book is read.
2. The infant is carried by the nurse.
3. The ball is thrown into the air.

What words in these sentences *tell what is done to some person or thing*? Such words are called verbs.

**A word which tells what some person or thing does, or what is done to some person or thing, is called a verb.**

From the examples and the definition given, we see that the verb is the *telling word*; hence, all words which *tell* something about a person or thing are called verbs.

In the sentence, "The knife is sharp," the word which *tells* us that the quality *sharp* belongs to the *knife* is the word *is*, which is therefore a verb.

1. Throw the ball.
2. Let the boy throw the ball.
3. Was the ball thrown by the boy?

What kind of sentences are the first and second sentences? What kind of sentence is the third?



The verb *throw*, in the first sentence, does not tell anything, but expresses a command; the verb *let*, in the second sentence, expresses a request; the verb *was thrown*, in the third sentence, asks a question.

A verb may express a command or a request, or may ask a question.

A verb often consists of two or more words.

Every sentence has a verb in it. If the verb tells something, in what kind of sentence is it? If it asks a question, in what kind of sentence is it? If it expresses a command or a request, in what kind of sentence is it?

### SECTION XVI.

#### THE VERB. — THE OBJECT. — TRANSITIVE AND INTRANSITIVE.

1. The bird builds a nest.
2. He made a fence.
3. The dog bit Henry.

What is the subject of each of these sentences?

**The subject of the sentence is also the subject of the verb.**

What is the verb in each of the first three sentences above? What is the subject of each verb?

These verbs represent their subjects as acting upon something. The sentences would not be complete if they were written thus:—

1. The bird builds.
2. He made.
3. The dog bit.

Such verbs as *builds, made, bit*, need some other word to complete their meaning, — to tell what is built, what was made, who was bitten.

What word in the first sentence tells what the bird builds? What word in the second sentence tells what he made? What word in the third sentence tells whom the dog bit? These words complete the meaning of the verbs.

**A noun or a pronoun that completes the meaning of the verb and shows who or what receives its action is the object of the verb.**

Write twenty sentences, each sentence containing a subject, a verb selected from the list below, and an object; as:—

Hubert brought the book. Emily heard the noise.

see	hear	taste	smell	feel
tell	read	write	teach	learn
bring	touch	bend	cut	dig
help	buy	shake	open	catch

1. The horse is swift.
2. The snail creeps along.
3. The owl shuts his eyes.

The verb *is* in the first sentence above, and the verb *creeps* in the second sentence, do not require an object to complete their meaning. The verb *shuts* in the third sentence requires an object to complete its meaning.

**A verb which requires an object is called a transitive verb.**

**A verb which does not require an object is called an intransitive verb.**

## SECTION XVII.

## THE NOUN AND PRONOUN. — CASE.

The ball struck the boy's face.

What is the subject of the verb *struck* in the sentence above? What is the object of the verb *struck*? What word shows whose face was struck?

Each of these words, *ball*, *face*, *boy's*, has a different relation to other words in the sentence.

**The relation of a noun or a pronoun to other words is called its case.**

Nouns and pronouns have three cases; the nominative, the possessive, and the objective.

**A noun or a pronoun used as the subject of a verb is in the nominative case.**

**A noun or a pronoun used as the object of a verb is in the objective case.**

When is a noun or a pronoun in the possessive case?  
Page 101.

The nominative and objective cases of nouns are alike in form. How is the possessive case formed?

The cases of the pronouns about which you have learned are shown in the following table:—

SINGULAR.		
<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>
I	my	me
you	your	you
he	his	him
she	her	her
it	its	it

## PLURAL.

we	our	us
you	your	you
they	their	them

After intransitive verbs the nominative case is used ; after transitive verbs, the objective case.

Write again the dictation exercise on page 114.

## SECTION XVIII.

## EXERCISE.—SELECTING THE RIGHT VERB.

TO THE TEACHER.—Several lessons should be made of this Section. A small part may be assigned to be studied and recited in connection with other work. These lessons should not be continuous, but be extended over considerable time.

*To like means to be pleased with.*

*To love means to have affection for.*

Complete each of the following sentences by using the proper form of *like* or *love* : —

1. Little Bertha . . . her brother.
2. She . . . to take care of him.
3. Which do you . . . better, apples or oranges ?
4. The soldier . . . his country, and is willing to die for it.
5. Do you . . . to hear the birds sing ?
6. Harriet . . . her mother and always tries to please her.
7. Should you . . . to go to the woods to-day ?
8. Horace thinks he should . . . to be a doctor.
9. I should . . . much to see you.
10. I . . . to hear the rain fall upon the roof.

*May* and *might* denote *permission*.

*Can* and *could* denote *ability*.

Complete each of the following sentences by using *may*, *might*, *can*, or *could* :—

1. She asked if she . . . be excused from school.
2. . . . I go to see Fred now?
3. If nothing happened he thought he . . . come.
4. . . . you reach that book on the top shelf?
5. . . . I see the book which you are reading?
6. Frank would tell you about it if he . . . see you.
7. John said, " Mother, . . . I go to school to-morrow? "
8. His mother replied, " You . . . if you are able ; but unless you feel better then, I do not think you . . . "

---

*To flee* means *to run away*.

*To fly* means *to move as on wings*.

The forms of these verbs are *flee*, *flees*, *fleeing*, *fled* ; *fly*, *flies*, *flying*, *flew*, *flown*.

Complete each of the following sentences by using the proper form of *flee* or *fly* :—

1. A bird . . . ; a rabbit . . .
2. The timid fawn . . . to me for protection.
3. The thief . . . when he heard the noise.
4. See ! The lark . . . out of sight !
5. The wicked . . . when no man pursueth.
6. Something . . . against his face, and he . . . in terror.
7. The hawk . . . down, but the chickens . . . to the coop.

*To lay means to place, to put.*

*To lie means to remain, to rest.*

The forms of these verbs are *lay, lays, laying, laid; lie, lies, lying, lay, lain.*

Complete each of the following sentences by using the proper form of *lay* or *lie*:—

1. . . . your book aside and give attention.
2. The cat was . . . asleep on the rug when the dog . . . down beside her.
3. The child . . . awake all night.
4. How long has he been . . . unconscious?
5. I think I will . . . down awhile, for I am tired.
6. The pen must be . . . on the table, for I . . . it there a moment ago.
7. There is a cow . . . down in the field.
8. Uneasy . . . the head that wears a crown.

Write four sentences containing some form of *lay*; and four containing some form of *lie*.

---

*To set means to put, to place, to fix.*

*To sit means to rest on a seat.*

The forms of these verbs are *set, sets, setting; sit, sits, sitting, sat.*

Complete each of the following sentences by using the proper form of *set* or *sit*:—

1. You may . . . here.
2. There are five boys . . . on the bench.
3. Let us . . . on this bank and rest.
4. Have you . . . the chairs around the table?

5. Do not . . . on these steps; they are freshly painted.
6. James . . . down to read, instead of going out to play.
7. . . . the lamp on the table, and come and . . . by me.
8. The boy had been . . . traps for partridges.
9. The boy had been . . . on the bank.
10. They . . . an hour . . . things in order.
11. I will . . . you an example to do while you . . . waiting.
12. We had . . . an hour talking when James declared he could . . . still no longer.

---

*To rise means to get up.*

*To raise means to lift up or to cause to grow.*

The forms of these verbs are *rise, rises, rising, rose, risen; raise, raises, raising, raised.*

Complete each of the following sentences by using the proper form of *rise* or *raise* : —

1. The gardener has . . . many vegetables this year.
2. They said they should . . . with the sun.
3. The sun . . . earlier every morning now.
4. He . . . the box carefully, but found it empty.
5. The river . . . so high that many houses were flooded.
6. She was too badly hurt to . . .
7. They all . . . when she entered the room.
8. They had already . . . to go when it struck nine.
9. The stone was so heavy the men could not . . . it.
10. The water of the Nile . . . and overflows its banks.
11. The boy fell overboard, but the sailors caught him the first time he . . .

*To learn means to receive instruction.*

*To teach means to give instruction.*

The forms of these verbs are *learn, learns, learning, learned; teach, teaches, teaching, taught.*

Complete each of the following sentences by using the proper form of *learn* or *teach*:—

1. I cannot go, for I must . . . my lesson.
2. Who . . . you to do that?
3. The boy has . . . to swim.
4. His friend . . . him last summer.
5. Kate is . . . how to sew.
6. She is being . . . by her older sister.
7. She wants to . . . to sing that she may . . . others.
8. Howard is . . . his little brother how to write, and says that he . . . very rapidly.
9. Tom . . . how to skate last winter.
10. He has . . . many of his playmates.

---

*To carry means to convey.*

*To bring means to convey hither.*

*To fetch means to go after and bring.*

The forms of these verbs are *carry, carries, carrying, carried; bring, brings, bringing, brought; fetch, fetches, fetching, fetched.*

Complete each of the following sentences by using the proper form of *carry, bring, or fetch*:—



1. I will send a boy to . . . the parcel.
  2. Do not forget to . . . home a paper of needles.
  3. Can you . . . this package to the express office?
  4. The boy was told to . . . the note to Mr. Wolf,  
and to . . . an answer.
  5. I thought I would . . . the mail for our neighbors,  
but I had so many other bundles to . . . that I . . . ours  
only.
  6. . . . me that book which you have.
  7. . . . the rocking-chair.
- 

*To stop means to cease from motion.*

*To stay means to remain in a place.*

The forms of these verbs are *stop, stops, stopping, stopped; stay, stays, staying, stayed.*

Complete each of the following sentences by using the proper form of *stay* or *stop*:—

1. How long did you . . . at your cousin's?
2. Will the train . . . long enough for us to get a lunch?
3. Does the express train . . . at Danville?
4. When he heard the noise he suddenly . . . and . . .  
there a long time, trying to find out where it came from.
5. Their friends are . . . with them now.
6. Do not . . . on your way to school.
7. Some of the scholars had to . . . after school.
8. He is . . . at the Grand Hotel.
9. Carrie will . . . all night with Fannie.

*To have means to own, to hold, to possess.*

*To get means to procure, to obtain.*

The forms of these verbs are *have, has, having, had; get, gets, getting, got.*

It is a common error to use *get* or *have got* for *have*. The word *get* is also frequently used when some other word would be preferable.

Complete each of the following sentences by using the proper form of *have* or *get* : —

1. William . . . a large ball.
2. While playing one day, the ball lodged in a high tree where he could not . . . it.
3. His brother climbed the tree and . . . it for him.
4. The dog . . . a large bone in his mouth.
5. You . . . your lesson well to-day.
6. Ella . . . a new slate, and she is going to . . . a sponge.
7. 'Could you not . . . some books for us?

Write five sentences containing some form of *have*.  
Write five others containing some form of *get*.

---

*To guess means to judge without knowing, to conjecture.*

*To think means to believe, to consider.*

The forms of these verbs are *guess, guesses, guessing, guessed; think, thinks, thinking, thought.*

Complete each of the following sentences by using the proper form of *guess* or *think* : —

1. After considering the question for some time, we . . . you have decided wisely.
2. Can you . . . the answer to this riddle?
3. I saw the man, but I could not . . . who he was.
4. I . . . I must soon stop writing.
5. He said he . . . it was all right.
6. Mary covered my eyes and said, “. . . who it is.”
7. Can any one . . . what I have in my hand?
8. Well, I . . . it is time to go.
9. She . . . she knew enough not to get lost.
10. I . . . you will do better next time.

Write four sentences containing some form of *think*, and four containing some form of *guess*.

---

*To fix means to fasten, to make definite.*

*To arrange means to put in order.*

*To repair means to mend.*

Complete each of the following sentences by using the proper form of *fix*, *repair*, or *arrange*: —

1. Tell Mary to . . . the books on the table.
2. The cat . . . her eyes on the bird in the cage.
3. Has the time for our meeting been . . . ?
4. Please . . . these letters according to their dates.
5. Will you . . . the clock so that it will keep time?
6. Can you . . . this window so that it will stay up?
7. Has the wagon been . . . yet?

Write five sentences containing some form of *fix*; five containing some form of *arrange*; and five containing some form of *repair*.

Write from dictation the following sentences :—

1. A gentleman will rise when a lady enters the room.
2. A polite boy will raise his hat when he meets a lady.
3. Franklin rose with the sun. 4. The moon had risen before we started. 5. May I raise the window? 6. Can you not rise more quietly? 7. We all like a good story.
8. A daughter loves her mother. 9. Helen guessed the prize was a book. 10. Earl thought the prize was a picture, because he had seen one on the teacher's desk. 11. He learned his own lesson, and then he taught it to John.
12. I am learning to ride a bicycle. 13. My father is teaching me. 14. Ruth was lying on the lounge, and her books were on the floor where she had laid them. 15. Laura asked if she might be excused, and her teacher said she might. 16. There are several Frenchmen staying at the Palace Hotel. 17. Clarence has a fine horse. 18. His father got it for him at Christmas. 19. Guess how many books I have. 20. I think you do right not to go.

TO THE TEACHER.—The sentences in this Section can be used profitably as exercises in naming the subjects, the predicates, and the parts of speech.

### SECTION XIX.

#### THE VERB.—TENSE.

Time now is called present time ; time before present time, past time ; time after present time, future time.

When a verb refers to present time, it is said to be in the present tense.

When a verb refers to past time, it is said to be in the past tense.

When a verb refers to future time, it is said to be in the future tense.

If the teacher says, "Oliver, I am glad to see you so attentive," she means she is now glad, and the word *am*, which shows that the time is now, is in the present tense.

The teacher might say, "Oliver, I was glad to notice this morning how kind you were to your brother." *Was* and *were* are then in the past tense.

If she should say, "Peter will be promoted at the close of the quarter," *will be promoted*, which shows what is to be done in future time, is a verb in the future tense.

A verb may be one word only, or may consist of two, three, or four words. When a verb consists of two or more words, it may be called either a verb or a verb-phrase.

Write five or more sentences in which you tell something that takes place in present time.

Write five sentences in which you tell something that took place in past time.

Write five sentences in which you tell something that will take place in future time.

---

1. In the spring the sun shines, the snow melts, the water runs, the rivers rise, the grass grows, and the fields become green. What else happens?

2. Suppose it is summer now. Tell what happened in the spring.

3. Suppose it is winter now. Tell what will happen next spring.

In what tense is each verb that you have used in this exercise?

## SECTION XX.

## THE VERB. — PRINCIPAL PARTS.

The forms of *rise* are *rise, rises, rising, rose, risen*; and the forms of *break* are *break, breaks, breaking, broke, broken*.

How many forms has each of these verbs? How is the second form of each derived from the first? How is the third form derived from the first?

No verb has more than these five forms, and most verbs have only four forms.

[TO THE TEACHER. — The verb *be* is an exception, and the forms ending in *st* and *eth* are not considered here.]

In nearly all verbs the second and third forms are derived from the first in the easy way you have noticed, so that there are only two, or at most three, forms that you need to remember.

The forms to be remembered for the verbs *rise* and *break* are *rise, rose, risen*; *break, broke, broken*.

These are the principal forms and are called the principal parts of these verbs.

The principal parts of a verb are those forms from which the other forms are made.

The first principal part is called the present form; the second, the past form; and the third, the perfect form.

## EXERCISE. — PAST FORMS.

1. Did you write that? Yes, I wrote that.
2. Did Frank know his lesson? Yes, Frank knew his lesson.

Answer in a similar way the following questions : —

1. Did Andrew break his sled ?
2. Did Alice eat her breakfast before coming to school ?
3. Did the dog bite the man ?
4. Did you bring your slate to school ?
5. Did a new term begin last Monday ?
6. Did the wind blow hard while you were on the lake ?
7. Did you buy that knife with your own money ?

**EXERCISE. — PERFECT FORMS.**

Use the proper form of the verbs below in questions which begin with *has* or *have* ; as : —

Have you sold your dog ? Has James sent for his gun ?

strike	say	sit	send
sleep	sell	sing	feel

Notice that you can find the past form by using the verb in the answer to a question which begins with *did*, and the perfect form, by using the verb with *has* or *have*.

**SECTION XXI.**

**THE VERB. — REGULAR AND IRREGULAR.**

Find the past and perfect forms of *work*, *live*, *play*.

How do the past and perfect forms of these verbs differ from the present form ? These verbs are called regular verbs.

**Regular verbs** are those whose past and perfect forms are made by adding d or ed to the present form.

see	saw	seen
go	went	gone
run	ran	run

How are the past and perfect forms of these verbs made? Such verbs as these are called irregular verbs.

**Irregular verbs** are those whose past and perfect forms are not made by adding d or ed to the present form.

Write ten regular verbs. Write ten irregular verbs.

## SECTION XXII.

### EXERCISE.—IRREGULAR VERBS.

**TO THE TEACHER.**—There is great value in the early study of the principal parts of verbs, for many of the mistakes of common speech are made by using the wrong form of the verb. There is nothing difficult in this study, as it is purely a matter of memory, and it should be undertaken, therefore, at the earliest practicable period.

A few of the verbs given in this Section should be taken each day in connection with a lesson in some other part of the book.

Write three sentences containing the past form, and three others containing the perfect form, of each of the following verbs :—

sew	hang	hide	sleep	take
hold	fly	write	wring	beat
choose	draw	forget	fall	lie
shake	sing	tear	lose	sit



freeze	slide	steal	spring	fight
bid	spin	sink	blow	tell
hurt	think	ride	leave	eat
send	speak	see	bring	rise

Write from dictation the following sentences :—

1. The elephant swung his trunk over his head.
2. The water was drunk from a cup.
3. What have you drunk?
4. The horse drank at the fountain.
5. The sun sank in the west.
6. When the sun has sunk, it is evening.
7. The boy swam a long time.
8. He has swum too long, for he is tired.
9. Crusoe deserted the ship and swam ashore.
10. Nellie sang well.
11. She has sung well.
12. He has taken a book from the table.
13. He took a book from the table.
14. The books were taken from the table.
15. They shook hands.
16. He has shaken the bottle.
17. Tom drew a picture.
18. Tom has drawn a picture.
19. Will has thrown down his cap.
20. Will threw his cap on the chair.
21. The ball was thrown over the fence.
22. Has Robert shown his dog to you?
23. The dog showed his teeth.
24. The wind has blown all day.
25. The wind blew fiercely this morning.
26. Charles grew very fast.
27. He has grown an inch since I saw him last.
28. Have you eaten your breakfast?
29. They ate their breakfast earlier.
30. Did you bring this from home, or did you take it off my desk?
31. You have brought only four balls.
32. They did their work well, but you have done yours better.
33. Could you have gone?
34. No, for my sister went, and we could not both go.
35. Harold has gone to school.
36. The horse came running down the street.
37. The farmers have come from the country.
38. The doctor has come to see James.
39. The ice has frozen on the pond.

## SECTION XXIII.

## EXERCISE.—IRREGULAR VERBS.

Be careful not to use the past form of the verb for the perfect, nor the perfect for the past. Errors of this character are very common, and should be carefully guarded against.

Complete each of the following sentences by using the proper form of the verb found in parentheses on the same line :—

1. Lucy has . . . her apron. (tear)
2. The bird has . . . off. (fly)
3. The monkey has . . . all the bread. (steal)
4. I have . . . the cattle out of the garden. (drive)
5. The parrot has not . . . for several days. (speak)
6. The book has . . . from the table. (fall)
7. He has . . . the apples from the tree. (shake)
8. His shoes are . . . out. (wear)
9. He . . . my hat into the river. (throw)
10. My slate was . . . out of my desk. (take)
11. There . . . my cane and umbrella. (stand)
12. The messenger has . . . ten miles. (ride)
13. He had . . . before I came. (go)
14. I . . . last night that you had gone. (hear)
15. He . . . very well for one who had never . . . that work before. (do)
16. Many bright threads have been . . . in. (weave)
17. We . . . this study a year ago. (begin)
18. Lawrence was . . . by his dog. (bite)

## SECTION XXIV.

EXERCISE.—SELECTING THE RIGHT FORMS OF VERBS.

*Came* is used only in the past tense.

*Come* is used in the past tense only in a verb-phrase.

Complete each of the following sentences by using *came* or *come* :—

1. The package has not . . .
2. I saw the lady when she . . .
3. James . . . last week, and now his brother has . . .
4. Has the trunk . . . yet ?
5. Yes, it . . . half an hour ago.
6. She . . . to see me, but I was away from home.
7. When I . . . the others had not yet . . .

Write four sentences containing *come* ; and four containing *came*.

---

*Saw* is used only in the past tense.

*See* is used in the past tense only in a verb-phrase.

Complete each of the following sentences by using *saw* or *see* :—

1. Can you . . . the blackboard ?
2. I . . . her yesterday.
3. We . . . him do it as we entered the room.
4. . . . that bird ! I never . . . a more beautiful one.
5. The driver . . . the train coming when it was too late.
6. Did you . . . her as soon as we . . . her ?

Write five sentences containing *see* ; and five containing *saw*.

## SECTION XXV.

## THE PARTS OF SPEECH.—REVIEW.

The several classes into which words are divided, according to their use in sentences, are called the parts of speech.

You have learned something about the following parts of speech : the noun, the adjective, the pronoun, and the verb. There are other parts of speech, the names of which you will soon learn.

What is a sentence ?

What is a declarative sentence ? An interrogative ? An imperative ?

What is the subject of a sentence ? The predicate ?

What is a noun ? What is a common noun ? What is a proper noun ?

When is a noun in the singular number ? In the plural number ? How is the plural of nouns usually formed ?

What is the possessive case of a noun ? How is the possessive singular formed ? The possessive plural ?

What are the vowels ? The consonants ?

Which is the definite article ? The indefinite ?

What is an adjective ? How are adjectives compared ?

What is a pronoun ?

What is a verb ? What is the subject of a verb ? What is the object of a verb ?

In what case is the subject of a verb ? In what case is the object of a verb ? What other case have you learned ? What cases do nouns have ?

How many tenses of verbs have you learned? Name them. Give a definition of each tense.

What are the principal parts of verbs? What are regular verbs? Irregular?

## SECTION XXVI.

### THE ADVERB.

The boy studies.

This is a sentence because the words express a complete thought, but the thought is not very definite. We might wish to know more about this boy; to know whether he is large or small, industrious or idle; to know whether he studies diligently or carelessly or attentively.

The words *industrious*, *idle*, *large*, *small* would tell us something about the boy. The words *diligently*, *carelessly*, and *attentively* would tell us how he studies.

1. The industrious boy studies diligently.
2. The small boy studies carelessly.

The words joined to the noun *boy*, to make more definite the idea which it expresses, are adjectives (see p. 104), and are said to modify the noun.

The words which are joined to the verb *studies*, to make more definite the idea which it expresses, are called adverbs, and are said to modify the verb.

**A word which modifies a verb is called an adverb.**

Write sentences, each containing one or more of the following adverbs: —

slowly	patiently	carefully	sweetly
to-day	yesterday	to-morrow	soon
here	there	away	early
kindly	bravely	often	never

---

He is a very strong boy, but he works too hard.

What is the noun in this sentence? What word modifies it?

What verbs in this sentence? How is one of them modified?

What part of speech is *strong*? What does it modify?

What part of speech is *hard*? What does it modify?

What word varies the idea expressed by *strong*?

What word varies the idea expressed by *hard*?

**A word which modifies an adjective or an adverb is called an adverb.**

What part of speech are *very* and *too*?

If we unite the definitions of an adverb given in this Section, we have:—

**A word which modifies a verb, an adjective, or an adverb is called an adverb.**

Many adverbs are formed from adjectives by adding *ly* to the adjectives; as:—

slow, slowly	rapid, rapidly
sweet, sweetly	common, commonly
quick, quickly	fine, finely

With each of the following sentences use an adverb that will answer the question *how* : —

1. The boy reads.
2. The girl writes.
3. The bell rings.
4. The snow falls.
5. The children played.
6. William waited.

With each of the following sentences use an adverb that will answer the question *when* : —

1. The boy came to school.
2. The letter was written.
3. They went home.
4. We should speak the truth.
5. Is the time to learn.

With each of the following sentences use an adverb from the list below answering the question *where* : —

1. We see the stars.
2. The axe fell.
3. The boy ran.
4. The army was defeated.
5. The dog ran.
6. The boy threw the ball.

overboard      overhead      away      here  
forward      back      then

**Adverbs are compared like adjectives.**

Write the comparison of five adjectives. Use each form in a sentence.

Compare five adverbs. Use each form in a sentence.

## SECTION XXVII.

## EXERCISE.—SELECTING THE RIGHT WORD.

*Some* modifies nouns, and is an adjective.

*Somewhat* modifies verbs, adjectives, and adverbs, and is an adverb.

Complete each of the following sentences by using *some* or *somewhat*:—

1. She felt . . . tired after her long walk.
2. Will you please tell me where I can get . . . water ?
3. He had never seen a tame bear and was . . . afraid.
4. Being . . . angry, he spoke too hastily.
5. The room was . . . small and poorly furnished.
6. The path was . . . steep and winding.
7. They seemed to be . . . disturbed by the news.

Write four sentences containing *some* ; and four containing *somewhat*.

## SECTION XXVIII.

## THE PHRASE.

1. He is an enterprising man.
2. He is a man of enterprise.
3. He rode rapidly away.
4. He rode away at a rapid rate.

What words in the second sentence give us the same idea that the word *enterprising* in the first sentence gives ?

What part of speech is the word *enterprising* ? Why ?  
*Of enterprise* is used as what part of speech ? Why ?



What words in the fourth sentence convey the same meaning as the word *rapidly* in the third sentence?

What part of speech is *rapidly*? Why? *At a rapid rate* is used to tell what? As what part of speech is *at a rapid rate* used?

Two or more words which together are used as some part of speech, but do not contain a subject and a predicate, are called a phrase.

A phrase used as an adjective is called an adjective phrase.

A phrase used as an adverb is called an adverbial phrase.

What kind of phrase is used in the second sentence? In the fourth?

Mention the phrases in the following sentences, and tell whether each phrase is used as an adjective or as an adverb:—

1. The book is on the table.
2. The man in the moon smiles on us.
3. He came in the morning.
4. The rays of the sun are hot.
5. He knocked the ball over the fence.

Read again the sentences at the beginning of this Section, and write five sentences, each containing an adjective. Write your sentences again, using a phrase in the place of each adjective.

Write five sentences, each containing an adverb. Write your sentences again, using a phrase in the place of each adverb.

## SECTION XXIX.

## THE PREPOSITION.

1. The book on the desk is mine.
2. The book under the desk is mine.
3. The book near the desk is mine.
4. The book near me is mine.

What phrase is there in each of these sentences?  
What word does each phrase modify?

What word in the first sentence shows the relation between *book* and *desk*? What word in the second sentence shows the same relation? What in the third? What word in the fourth sentence shows the relation between *book* and *me*?

Each of the phrases has a word (*on, under, near*) which introduces it. Each phrase ends in a noun or pronoun (*desk, me*). Each phrase modifies the noun *book*. The introductory word of each phrase shows the relation of the noun or pronoun in the phrase to the word which the phrase modifies.

**A word used to show the relation of a noun or a pronoun to another word in the sentence is called a preposition.**

What is the preposition in the first sentence? In the second? In the third? In the fourth?

Look at the set of sentences near the end of the last Section, and tell what preposition there is in each. In which sentence are there two prepositions? Between what words does each preposition show the relation?

The noun or pronoun used with a preposition to form a phrase is called the object of the preposition, and is in the objective case.

Write from dictation the following sentences :—

1. The book is for you and him. 2. No one came except Jennie and her. 3. Between you and me, I do not like the book. 4. John went with her. 5. Did you skate with Ralph and him? 6. The letter-carrier brought letters for him and me. 7. Harry swam out to him and me in the water. 8. The books were given to them and to us. 9. The gift is from Robert and me. 10. Please tell Frank to drive over to-morrow for her and me.

Write ten sentences, each containing a preposition from the first list below, followed by an object from the second list ; as :—

They saw him prowling along the highway.  
The price of wisdom is above rubies.

	above	about	across
	after	against	along
earth	rubies	ton	business
river	supper	model	flesh
law	reason	opinion	mind
wall	sky	shore	highway

### SECTION XXX.

EXERCISE.—SELECTING THE RIGHT PREPOSITION.

*Between* is used with reference to two objects.

*Among* is used with reference to more than two objects.

Complete each of the following sentences by using *between* or *among*:—

1. The river flows . . . its banks.
2. The two boys could not divide it . . . them.
3. . . . them all there was not one unsound apple.
4. He placed it . . . two of the leaves of his book.
5. There are many weeds . . . the flowers.
6. He fell . . . thieves.
7. I saw the blind girl as soon as I came . . . the children.
8. He walked the five miles . . . here and the village.

Write four sentences containing the word *among*; and four containing the word *between*.

*To* is frequently used when *at* is the proper word. In cases of doubt which of these words to use, remember that *to* is to be used when some motion is implied, and *at* when rest is implied.

Complete each of the following sentences by using *to* or *at*:—

1. Were you . . . home to-day?
2. I was . . . home in the morning, but in the afternoon I went . . . my sister's house.
3. Tom aimed . . . the bird.
4. Sadie stayed . . . home to help her mother.
5. Were you . . . church yesterday?
6. Did you go . . . church yesterday?
7. I have been . . . school every day this week.

Write six sentences containing *at*; six containing *to*.

Do you use *to* or *at* after *go*? *is*? *are*? *come*? *arrive*? *stay*? *stop*? *have been*? *was*?

## SECTION XXXI.

## THE CONJUNCTION.—THE INTERJECTION.

1. Washington and Jefferson were Presidents.
2. Washington was the first President, and Jefferson was the third.
3. In the morning or in the afternoon will be equally agreeable.

How are the two nouns in the first sentence connected? How many statements are there in the second sentence, and how are they connected? In the third sentence there are two phrases; how are they connected?

**A word used to connect words, sentences, or parts of sentences is called a conjunction.**

What conjunction is there in the first sentence? In the second? In the third?

Name the conjunctions in the following sentences, and tell what they connect:—

1. I go, but I return.
2. He will recite well because he studies well.
3. Lake Erie and Lake Ontario are northwest of New York.
4. Boys like to skate and slide, for it is great fun.
5. We are happy because we are to have a vacation.
6. They went across the river and down the other side.
7. He led him through the doorway and up the stairs.
8. You cannot find these conjunctions unless you look carefully for them.
9. Study this exercise until you find all the conjunctions.

A word used to express feeling merely, and not related to any other word in the sentence, is called an interjection.

The most common interjections are : —

O	ah	pshaw	fie	welcome
hurrah	alas	indeed	oh	hush

An exclamation point should be placed after every interjection, or after the phrase or sentence in which it stands.

*O* is sometimes followed immediately by a comma, but never by an exclamation point.

## SECTION XXXII.

### EXERCISE. — REVIEW.

Answer again the questions on page 135.

What is an adverb? What parts of speech does it modify? How are adverbs compared? From what part of speech are many adverbs derived? What questions do they answer?

What part of speech modifies a noun? What, an adjective? What, a pronoun? What, a verb? What, an adverb?

Which are the modifying parts of speech? Which, the connecting? Which parts of speech may be the subject or object of a verb?

What is a phrase? What is a preposition? A preposition with its object forms what kind of phrase?

What are conjunctions? What are interjections?

If you count the articles with the adjectives, how many parts of speech are there?



# INDEX.

(The figures refer to the pages.)

- Abbreviations, 11, 14, 17.  
Adjective, 104.  
    Comparison of, 106.  
    Phrase, 140.  
    Selecting the Right, 109.  
Adverb, 136.  
    Comparison of, 138.  
    Selecting the Right, 139.  
Adverbial Phrase, 140.  
Apostrophe, 32, 39, 101.  
Article, 103, 104.  
Capitals, 4, 8, 35.  
Caret, 28.  
Case, 118.  
    Nominative, 118.  
    Objective, 118, 142.  
    Possessive, 101.  
Commas, 19, 20, 35, 50, 53, 54.  
Compositions, 27, 66, 72.  
Conjunction, 144.  
Consonants, 103.  
Contractions, 39, 42.  
Definite and Indefinite Article,  
    103.  
Description (from Outline or Questions), 3, 4, 10, 17, 19, 22, 29, 33,  
    38, 43, 47, 61, 64, 66, 67, 69, 74,  
    82, 86, 90.  
Description (from Pictures), 7, 13,  
    18, 26, 41, 47, 65, 77, 86.  
Dialogues, 45, 65, 68, 75, 86.  
Dictation, 2, 18, 20, 25, 35.  
Drill Exercise, 42.  
Exclamation Point, 95, 145.  
Hyphen, 28.  
Information Lessons, 37, 62, 67,  
    78.  
Initial Letters, 11.  
Interjection, 145.  
Interrogation Point, 2.  
Letters, 48, 49, 56.  
    Body of, 50, 53.  
    Business, 56.  
    Close of, 50, 53.  
    Forms, 48, 49, 52, 55.  
    Headings of, 50, 51.  
    Introduction of, 50, 52.  
    Parts of, 49.  
    Subjects for, 49, 57-60.  
    Superscription of, 54.  
Letter-Writing, 47-60.  
Margin, 48.  
Names, Proper, 5.  
Narration, 21, 24, 34, 43, 46, 60, 77,  
    81, 83, 86.  
Negative Forms, 39, 42.



Noun, 96-98, 101, 102.

Common and Proper, 97.

Case of, 101, 116, 118, 142.

Singular and Plural, 98.

Number, 98.

Object, 116, 142.

Paragraph, 54.

Parts of Speech, 135.

Period, 1, 11, 14, 17.

Phrase, 139.

Picture for Study, 7, 13, 18, 21,

24, 26, 34, 43, 47, 60, 65, 68, 75,

77, 86.

Plural, 100.

Poetry for Study, 5, 12, 14, 29, 31,

37, 63, 72, 82, 83, 87, 90.

Possession, The Sign of, 33.

Predicate, 92.

Preposition, 141.

Selecting the Right, 142.

Principal Parts of Verbs, 129.

Pronoun, 112, 114, 117, 118.

Selecting the Right, 114.

Proper Names, 5.

Punctuation, 2, 11, 14, 17, 19, 20,

35, 50, 53, 54, 95, 145.

Quotation Marks, 35.

Quotations, 35.

Reproductions, 10, 23, 30, 36, 44,

61, 69, 70, 73, 76, 79, 84, 88.

Review, 22, 25, 135, 145.

Sentence, 1, 2, 91-93.

Declarative, 93.

Exclamatory, 95.

Imperative, 95.

Interrogative, 2, 94.

Parts of, 92.

Series, 20.

Singular and Plural, 98.

Statement, 1.

Story from Outline, 44, 79.

Story from Picture, 21, 34, 43, 60,

77, 79, 81, 86.

Story to be Completed, 66.

Subject, 92.

Syllables, 28.

Tense, 127, 129.

Titles, 14.

Verb, 115, 116.

Principal Parts of, 129.

Regular and Irregular, 130,

131, 133.

Selecting the Right, 119-127,

134.

Subject and Object of, 116.

Tense, 127.

Transitive and Intransitive,

116.

Vowels, 103.

Words to be distinguished: Between and Among, 142; Came and Come, 134; Carry, Bring, and Fetch, 123; Fewer and Less, 110; Fix, Arrange, and Repair, 126; Flee and Fly, 120; Funny, Strange, and Odd, 111; Guess and Think, 125; Have and Get, 125; Lay and Lie, 121; Learn and Teach, 123; Like and Love, 119; May and Can, Might and Could, 120; Rise and Raise, 122; Saw and See, 134; Set and Sit, 121; Somewhat and Some, 139; Stop and Stay, 124; This and That, These and Those, 109; To and At, 143.

## ADVERTISEMENTS



# CYR'S READERS

By ELLEN M. CYR.

**CYR'S PRIMER.** Square 12mo. Cloth. 106 pages. Fully illustrated. Price, 24 cents.

**CYR'S FIRST READER.** Square 12mo. Cloth. 111 pages. Fully illustrated. Price, 28 cents.

**CYR'S SECOND READER.** Square 12mo. Cloth. 197 pages. Fully illustrated. Price, 36 cents.

**CYR'S THIRD READER.** Square 12mo. Cloth. 280 pages. Fully illustrated. Price, 50 cents.

**CYR'S FOURTH READER.** Square 12mo. Cloth. 388 pages. Fully illustrated. Price, 60 cents.

**CYR'S FIFTH READER.** Square 12mo. Cloth. 428 pages. Fully illustrated. Price, 70 cents.

CYR'S READERS are in harmony with the best educational thought of the time. They make a most excellent introduction to a course of reading made up of whole pieces of the best literature. They do a work for schools for which it would be very difficult to find a substitute. The children take a constant delight in using them. They arouse at once such an interest in reading that the teaching to read is half accomplished. Children learn to read from these books in less than half the time than from ordinary readers.

A series of school readers that can arouse and maintain an interest on the part of pupils for what is wholesome and elevating in literature must necessarily be the rarest of all among books for schools. The Cyr books are of this remarkable sort. They possess a peculiar quality of interest and inspiration. They not only interest but stimulate young people. This is the secret of their exceptional success. This is the reason why teachers like to teach them and young folks like to read them.

---

**GINN & COMPANY, Publishers,**

**Boston. New York. Chicago. Atlanta. Dallas.**

# THE JANE ANDREWS BOOKS

A REMARKABLE series of attractive and interesting books for young people, — written in a clear, easy, and picturesque style. This is the famous Jane Andrews series which has been for many years an old-time favorite with young folks. Other juvenile books come and go, but the Jane Andrews books maintain the irresistible charm they always have had.

**The Seven Little Sisters Who Live on the Round Ball that Floats in the Air.** Revised Edition, printed from new plates, with new full-page illustrations. 12mo. Cloth. 121 pages. For introduction, 50 cents.

**Each and All; The Seven Little Sisters Prove Their Sisterhood.** 12mo. Cloth. 162 pages. Illustrated. For introduction, 50 cents.

**The Stories Mother Nature Told Her Children.** 12mo. Cloth. 161 pages. Illustrated. For introduction, 50 cents.

**Ten Boys Who Lived on the Road from Long Ago to Now.** 12mo. Cloth. 243 pages. Illustrated. For introduction, 50 cents.

**Geographical Plays.** 12mo. Cloth. 140 pages. For introduction, 50 cents.

The "Seven Little Sisters" represents the seven races, and the book shows how people live in the various parts of the world, what their manners and customs are, what the products of each section are and how they are interchanged.

"Each and All" continues the story of Seven Little Sisters, and tells more of the peculiarities of the various races, especially in relation to childhood.

Dame Nature unfolds in "Stories Mother Nature Told" some of her most precious secrets. She tells about the amber, about the dragon-fly and its wonderful history, about water-lilies, how the Indian corn grows, what queer pranks the Frost Giants indulge in, about coral, and starfish, and coal mines, and many other things in which children take delight.

In "Ten Boys" the history of the world is summarized in the stories of Kabla the Aryan boy, Darius the Persian boy, Cleon the Greek boy, Horatius the Roman boy, Wulf the Saxon boy, Gilbert the Knight's page, Roger the English boy, Fuller the Puritan boy, Dawson the Yankee boy, and Frank Wilson the boy of 1885.

---

**GINN & COMPANY, Publishers,**

**Boston. New York. Chicago. Atlanta. Dallas.**



To avoid fine, this book should be returned on  
or before the date last stamped below

502-9.40

--	--	--

1x  
428.26

CONY CO  
RICULUM

Tx  
428.26  
T179a  
bk. 1

10M-9-40-38772

NAME

DATE \_\_\_\_\_

NAME

Tarbell, H. S. and Ta  
Lessons in language

CO. LIBRARY

some 9

599737

599737



